

Behaviour policy and statement of behaviour principles

West Hill Primary School



Approved by:

Date:

**Last reviewed
on:** October 2023

**Next review
due by:** October 2024

"This is how we do it here."

Ready Respectful Safe

Recognition of Positive Behaviours

"Behaviour management is a team sport." – Paul Dix

At West Hill Primary, we have consistently high expectations of behaviour for all – children, staff, parents and visitors. We believe in celebrating those who go 'above and beyond' the basic expectations of behaviour, academic determination, and commitment to improve, ensuring a fair system of acknowledgement for all. We believe that expected behaviours should be established through praise and the use of consistent language and attitudes. **Above all, we are committed to "providing a safe environment in which everyone can learn and reach their full potential" (DfE July 2022).**

Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Consistency in practice

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom, phase and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage

- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans

All staff

- Meet and greet every child, every day with a personal welcome.
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

Positive behaviour

At West Hill Primary, the acknowledgements for positive behaviour are as follows:

- **Recognition board.** If a child shows the right behaviour choices or completes some excellent work, their name will be added to the recognition board.
- **Stickers and certificates-** Teachers can recognise positive behaviour choices in assembly with celebration certificates.
- **Messages home** – postcards, text messages, emails, and phone calls will be made, if a child shows the right attitude and/or positive behaviour choices.
- **Hot chocolate Friday** – for those children who go 'above and beyond'. They will enjoy a hot chocolate with the headteacher or deputy headteacher on Friday afternoon.
- **Dinner Hall of Fame-** If a child is displaying positive behaviour choices in the hall at lunchtime, a member of staff may put their name on the Dinner Hall of Fame! The child will then receive a text home to their parents to tell them what a star they are!

West Hill Behaviour Pledge: Three is the magic number.

How will all staff behave?

- Cool, calm, positive approach
- Consistent
- Relentless follow up

3 Rules

- Ready
- Respectful

- Safe

All staff, every day

- Meet and greet every child
- Establish, model and uphold relentless routines
- Mark and celebrate positive behaviours

Middle leaders

- Active listeners
- Supportive and available
- Lead by example

Senior leaders

- Positive feedback to staff
- Approachable and supportive
- Clear and consistent, reflecting the whole school policy

3 key ways to recognise conduct that is 'above and beyond' (weekly as a minimum)

- Praise
- Positive phone call home
- Postcard home

Support beyond the classroom

- Learning breaks
- Develop children's emotional literacy – building relationships
- Engagement with parents

Alternatives to exclusion

- Restorative Meetings – creating place and time
- Opportunities to make amends within the community
- Specialised interventions

Addressing Unwanted Behaviours

At West Hill Primary School, when an undesirable or unacceptable behaviour has occurred, staff **must** take responsibility to take control of the situation and manage the behaviour.

Reminder

A reminder of the three values delivered and which has been broken (privately where possible).

Caution

A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
(scripted intervention – *Appendix 1*)

Last chance

Speak to the child privately and give them a final chance to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
(scripted intervention – *Appendix 1*)

Short time out

A short time in another classroom or elsewhere as appropriate. This should be a short time for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.

Repair later

An appropriate and proportionate consequence, followed by a scripted, short conversation or restorative conversation. (*Appendix 2*)

If a child goes through this cycle twice in a day, they will be spoken to by a member of the SLT and an email will be sent to their parents explaining their behaviour choices.

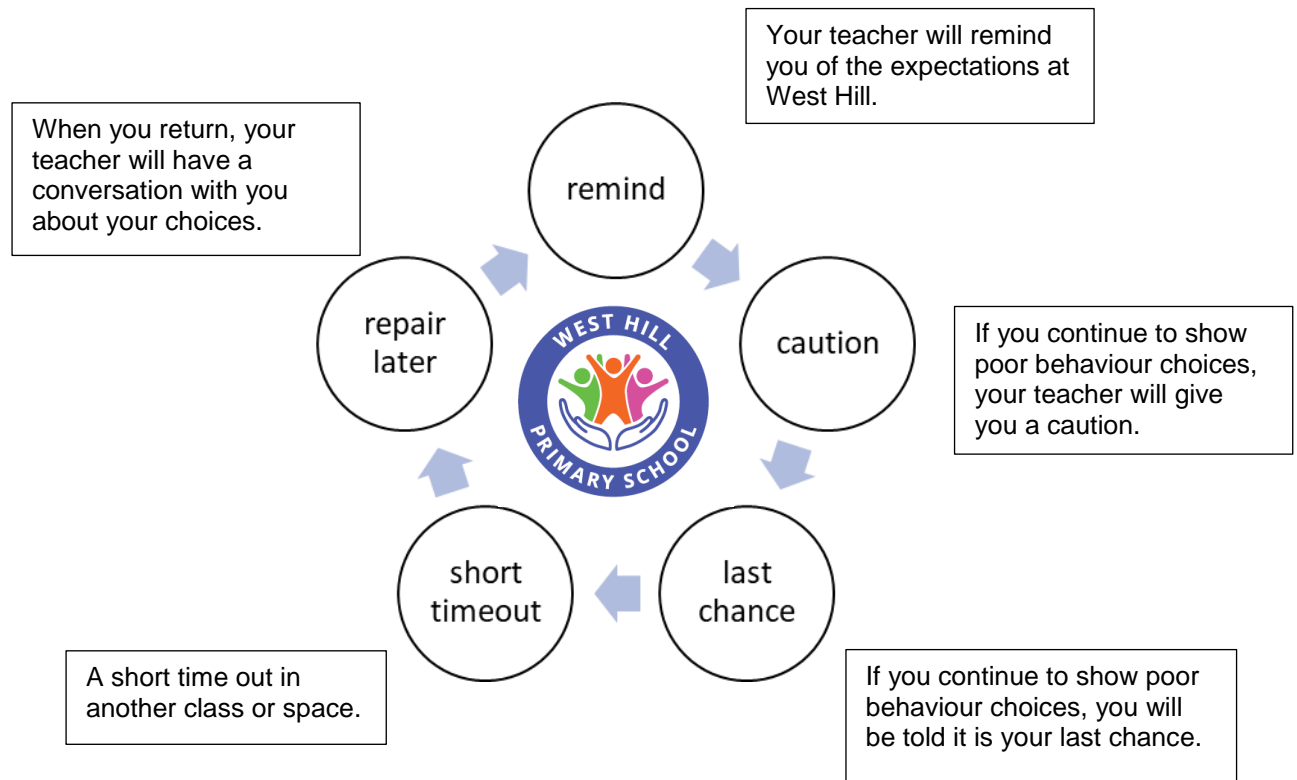
When a child demonstrates extreme negative behaviours, the Senior Leadership Team may make the decision to use a Fixed Term Exclusion. (See Exclusions Policy) **Extreme negative behaviours may include child-on-child abuse, or bringing 'banned' items onto the school site (any article that is likely to be used to commit an offence or cause personal injury)**

Behaviour Plans may be used to support children who regularly do not respond to the Behaviour Policy **or for those pupils with additional needs where these may affect behaviour..** (*Appendix 4*)

Staff induction, development and support:

- Staff will receive training on the behaviour policy as part of induction procedures.
- There will be regular training for staff on behaviour

Consequences Steps



Appendix 1 – Scripts

Script for Warning and Last Chance (30 second intervention)

"I noticed...."

"It was our rule of ready/respectful/safe that you have broken by ..." *"You have chosen to ... (connect to consequence)"*

"Do you remember earlier/yesterday/last week when ... (recall of positive behaviour). That is who I need to see today."

"Thank you for listening."

"I noticed you are..." (having trouble getting started/struggling to focus/talking and disrupting others)

"It was the expectation of..." (staying on task) that you did not meet.

"You have chosen to..." (get up out of your seat/not complete your work/talk to others)

"Do you remember last week when you..." (really focused on your work/helped others).

"That is who I need to see."

"Thank you for listening." Get up and go and don't give them a chance to reply!

Assertive Sentence Stems

"I need you to ... (behaviour expectation)"

"In 5 minutes, when I return, I will see... (Following agreed routine) "I know you will ... (expectation of positive behaviour)"

"Thank you for ... (Following instruction)" "I've noticed.... (Following instruction)"

Scripts for dealing with difficult situations (fogging)

"I hear what you are saying, but you know our expectation...." "I understand, but you know what the expectation at West Hill is..." "Yes, there may be some truth in that yet...."

"Be that as it me..."

Yes, sometimes I may appear unfair, however...."

Appendix 2 – Scripts for Restorative Conversations

Restorative conversations should take place once a child is calm, has time to reflect on their behaviour and received an appropriate and proportionate consequence. They should take place with the person who has instigated the consequence who will listen carefully, dispassionately and without judgement.

The format of the discussion should be based on these questions:

1. *"What happened?"* - The adult will listen to the child give their version of the event. The adult will then discuss the incident from their perspective.
2. *"What were you thinking at the time?"* – The child will discuss their emotions during the event. The adult may support this conversation if the child does not have the emotional literacy to do so.
3. *"What are you thinking now?"*
4. *"What do you need to do to put things right?"* – This is an opportunity for the child to apologise for their actions and suggest other actions they need to take, e.g. tidy up a mess they made.
5. *"What can we do differently next time?"* – The adult will support the child to think of strategies they can use to prevent similar events in the future.

Appendix 3 – Agreed Consistencies

- Staff meet and greet children in the mornings at the door.
- When entering the school in the morning; the children will meet and greet their teacher, find their seat quietly and start their morning work activity (1/2/3/approach).
- Staff ensure that children move around the school in a quiet and safe manner, walking on the left when using the stairs and in corridors.
- At the end of break/lunch, the children will hear the first bell, which requires them to stop and a second where where they then move to their lines. The adults will then ensure all pupils are ready to enter the building (1/2/3 approach)
- Staff accompany children to the playground at playtimes and the end of the day. At playtimes, there must be an adult on duty before children are left.
- Where appropriate, staff accompany children to the hall at the beginning of lunchtime, and seat all individuals before leaving.
- When entering the hall the children will; find their seat quietly, put their cutlery in front of them on the table and wait for a member of staff to ask them to line up at the hatch/start eating their packed lunch. (1/2/3 approach)
- Staff role model positive behaviour expectations at all times. When addressing the children, staff use positive reinforcement.
- Staff intervene whenever incidents occur – following Restorative Approaches where possible.
- All staff challenge children who are not keeping school rules in a non-confrontational way— using a calm manner and key phrases as needed.

Appendix 4- Agreed consequences

- Following a warning, second warning and last chance, the child will be sent to a partner class or space in the room to have time to reflect on their behaviour choices. A restorative conversation will then take place with their teacher.
- If a child repeats poor behaviour choices and goes through the consequences cycle twice in one day, they will be sent to a the deputy headteacher or Headteacher where a restorative conversation will take place. An email or telephone conversation will take place with their parent following this.
- If a child is physical with another child/uses racial language or swears, they will be immediately sent to a member of the SLT. A restorative conversation will take place and an appropriate consequence will be given. The child's parents will be informed of what happened and the consequences for the child.

Appendix 4 - Behaviour Support Plan

**West Hill Positive Behaviour
Management Plan**

Pupil Name:Staff contributing:Date:Review date:

Known triggers:

Stage	Behaviours exhibited	Helpful strategies	Unhelpful strategies
1.Anxious			
2. Defensive Please indicate key adults and/or 'safe places' outside of class.			

3. Crisis Please include physical interventions that have proven helpful or unhelpful if absolutely necessary.			
4, 5 and 6. Recovery, Depression and Debrief.			

Appendix 5: Written statement of behaviour principles



- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- De-escalation is used by staff in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- Families are informed of behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the Governing Body.