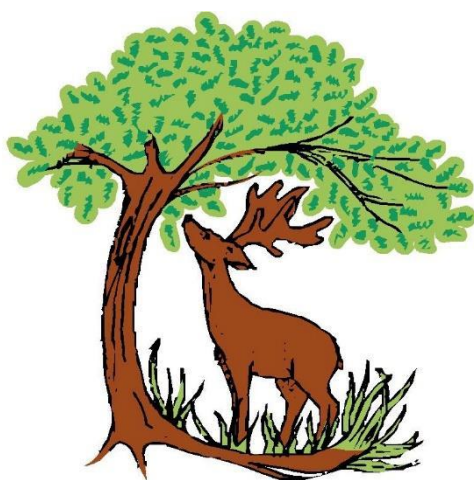


Hethersett Woodside Primary & Nursery School

Behaviour Policy



Formally adopted by the Governing Board of:-	Hethersett Woodside
On:-	22/01/2019
Chair of Governors:-	Bill Partner
Last updated:-	January 2019

Hethersett Woodside Behaviour/Relationship Policy

Introduction

For all of us, enjoying positive, supportive relationships in our daily lives is key to our happiness and fulfilment. The confidence to feel safe and happy at school is based on trust and warmth generated by our team of dedicated professionals who genuinely care about every child, that child's family, and about one another.

Every child and adult in our school community has the right to feel safe and secure. Everyone is treated with respect. In order to achieve this, both children and adults need to respect the rights of others and take appropriate responsibility for their own behaviour.

We recognise behaviour as communication. A child's inappropriate behaviour is a sign that s/he is upset and that something is not right. For some children, inappropriate behaviour is the result of an additional need.

Our Values

Our policy is underpinned by the following values.

We aim for a community of learners who are developing responsibility, resilience and an understanding of respect for themselves and others.

We believe that all children have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

We expect all members of the school community to play a part in fostering these values.

Children: knowing how they are expected to behave, the reasons why and the consequences of their behaviour.

Staff: presenting good role-models of behaviour and managing behaviour in a fair and consistent manner.

Parents: upholding the policy and working in partnership with the school.

Governors: monitoring and supporting the policy and evaluating its impact.

Our job as adults in school is always to maintain the dignity of the child, whilst correcting unacceptable behaviour in an appropriate way. We address inappropriate behaviour by reminding them of our expected values and behaviours. We explicitly teach desired behaviours for learning and for working as part of a community.

The first step is to recognise and validate children's feelings, discuss with the child what has happened and why it happened using "I wonder if you are feeling ...". Talk through the issue/problem with all parties involved helping children to empathise with each other and supporting all parties moving to conflict resolution. Remind children that it is not them but their behaviour that is unacceptable. We empathise with and validate children's feelings.

Our ***school expectations*** are taken from our school values and this is how we present them to the children

- be kind to everyone and yourself
- listen to everyone
- always try your best
- be honest
- look after everything

Acknowledgement of positive behaviour

Positive behaviour is praised and celebrated. Class collection jars are used to celebrate positive behaviour and achievements. Rewards such as extra playtime; turns on the climbing frame etc. are rewarded to celebrate positive behaviour. Exceptional achievement in learning and keeping the agreed expectations is celebrated in the 'Good News' assembly each week. 1 child in each class will be awarded this accolade each week. The Head teacher award will also be presented each week for outstanding effort. These children will be invited to celebrate their achievement in the Head Teacher's office following the assembly.

We aim to promote positive behaviour with parents and families by sharing their children's achievements with them daily, weekly and yearly through formal and informal communication. We try to value all children's achievements however small the steps taken and throughout the year.

Creating a positive learning environment – whole school strategies

- PATHS curriculum – to support emotional awareness and understanding.
- THRIVE approach to support wellbeing
- Achievement assemblies – where success of individual children is celebrated
- Positive reinforcement of expected behaviour.
- Parent partnership - Class teachers will share any concerns with parents to encourage consistency of approach between home and school, agreed understanding and support for the needs of the child. Systems for regular home/school communication may be put in place, which will also involve the voice of the child.
- In case of dispute between pupils, all pupils involved will be supported and encouraged to find solutions and reach resolution through negotiation and compromise. This is supported by the PATHS curriculum.

In the Early Years, it is recognised that the children are very young and coming to school from different background experiences. We teach them the expectations of our school from the very beginning whilst acknowledging that a child's individual understanding about expectations and routines is still developmentally based and some will require support with their understanding and co-operation for longer than others. Learning to work and play in a communal environment is a skill which is taught and developed as a core part of our provision.

Conflict resolution in the early years will be modelled by adults alongside the children, however as the children become older we need to allow them the time and the space to become facilitators in the process (with adult support if appropriate). Playground buddies and school council are also used to support this process.

The aim of this process is to develop children's vocabulary and skills in self-regulation and independence, thus moving away from the adult-led model of discipline.

Levels of Behaviour – Level 1

Low-level behaviour is defined as “not meeting school expectations” and causing disruption to learning. To ensure consistency throughout the school we have developed a clear ladder of consequence for general low-level behaviour.

1. A look - proximity, periphery praise,
2. Verbalise what behaviour you want to see: ‘listen, thank you’, reinforce, give limited choice – “Would you like to work on your own or would you like some help?”
3. Move child to an alternative part of the classroom – preferably next to an adult to support
4. Move child to a neighbouring classroom giving 5 minutes out to reflect on our expectations.

Escalated behaviour – Level 2

Escalated behaviour is defined as physical or verbal aggression hurting others or damaging property, shouting, continued refusal/non-compliance.

1. The child will be taken to/or support sort of a key stage lead or the Headteacher.

Staff will complete a behaviour report and parents informed. This is recorded on our school tracker system and monitored.

If unacceptable behaviour continues, professional discussions between colleagues will take place, to offer suggestions and successful strategies previously tried. Senior leads/head teacher are informed of these discussions.

Repeated Escalated Behaviour – Level 3

This will be escalated to the Headteacher and consideration for further action taken. Initially a child will have a behaviour plan written to outline what intervention will take place to allow the child to develop self-regulation. This will be shared with parents and monitored closely. Part of the monitoring process will be to establish any possible triggers causing the behaviour to escalate.

Exclusion

Behaviour that seriously harms, threatens or intimidates children or staff may result in a ‘fixed term’ exclusion. All exclusions are reported to the LA and are recorded in children’s records. Local Authority and government (DFE) guidelines are used and a reintegration meeting must be set up after an exclusion (with the child, their parents/carers and school staff) to ensure the child’s return is as successful as possible.

When further action is required

Repeated escalated behaviour will result in further action. The class teacher will consult with parents to enable a working partnership and to improve the situation. Information regarding the consultation is given to the Headteacher.

Insufficient improvement leads to the Headteacher and SENCo becoming involved. Adjustments to timetable and intervention such as thrive will be established and this will be written into a behaviour plan. This will be monitored and progress recorded. If unsatisfactory progress is made following intervention, outside agencies will be consulted.

A child who is unable to manage his/her behaviour in a large group in the playground will be removed from communal playtimes and may be given a supervised playtime alongside an adult and/or a small group of peers.

All staff are committed to the emotional well-being and safety of children and physical intervention is only used as the last resort. Only the staff who have received specific 'Norfolk Steps' training will use physical intervention strategies.

Anti – Bullying

We recognise that bullying is one of the most damaging and traumatic incidents young children can experience. We are committed to eliminating any bullying; the school values and curriculum is designed to minimise the possibility of it occurring.


We define bullying as 'repeated behaviour (within a short time scale) against the same children or the same child frequently using unacceptable behaviour to intimidate or hurt different children'. Procedures are in place for quickly dealing with any incidents of bullying. This is recorded in the safeguarding file.

Woodside Wonders Breakfast and After School Clubs – Addendum

Hethersett Woodside Primary School Agreed expectations are adopted, promoted and displayed in the clubs. They are discussed with the children for continued regard during the out of hours sessions.

A Behaviour Management Statement is displayed for parent's information.

An incident logbook is held at the club.

Hethersett Woodside Primary & Nursery								
Behaviour Record								
Name					Date/time			
Location					Staff member reporting			
Harm Caused								
Emotional			Physical			Loss of learning		
3. Biting		3. fighting		3.punching		3.kicking		Other-specify
2. physical		2.swearing		2.Refusal to comply		2.shouting		
Children/adults harmed:								
How was this dealt with?								
Outcome								

Hethersett Woodside
Individual Risk Management Plan



Name	DOB	Date	Review Date

Photo	<u>Brief description of presenting behaviours and differentiated measures to support</u>
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<u>Pro social / positive behaviours you will see</u>	<u>What you will say and do</u>
<u>Anxiety / DIFFICULT behaviours you will see</u>	<u>What you will say and do</u>
<u>Crisis / DANGEROUS behaviours you will see</u>	<u>What you will say and do</u>
<u>Post incident recovery and debrief measures</u>	

Signature of Plan Co-ordinator.....Date

Signature of Parent / Carer.....Date

Signature of Young Person (if appropriate).....Date.....



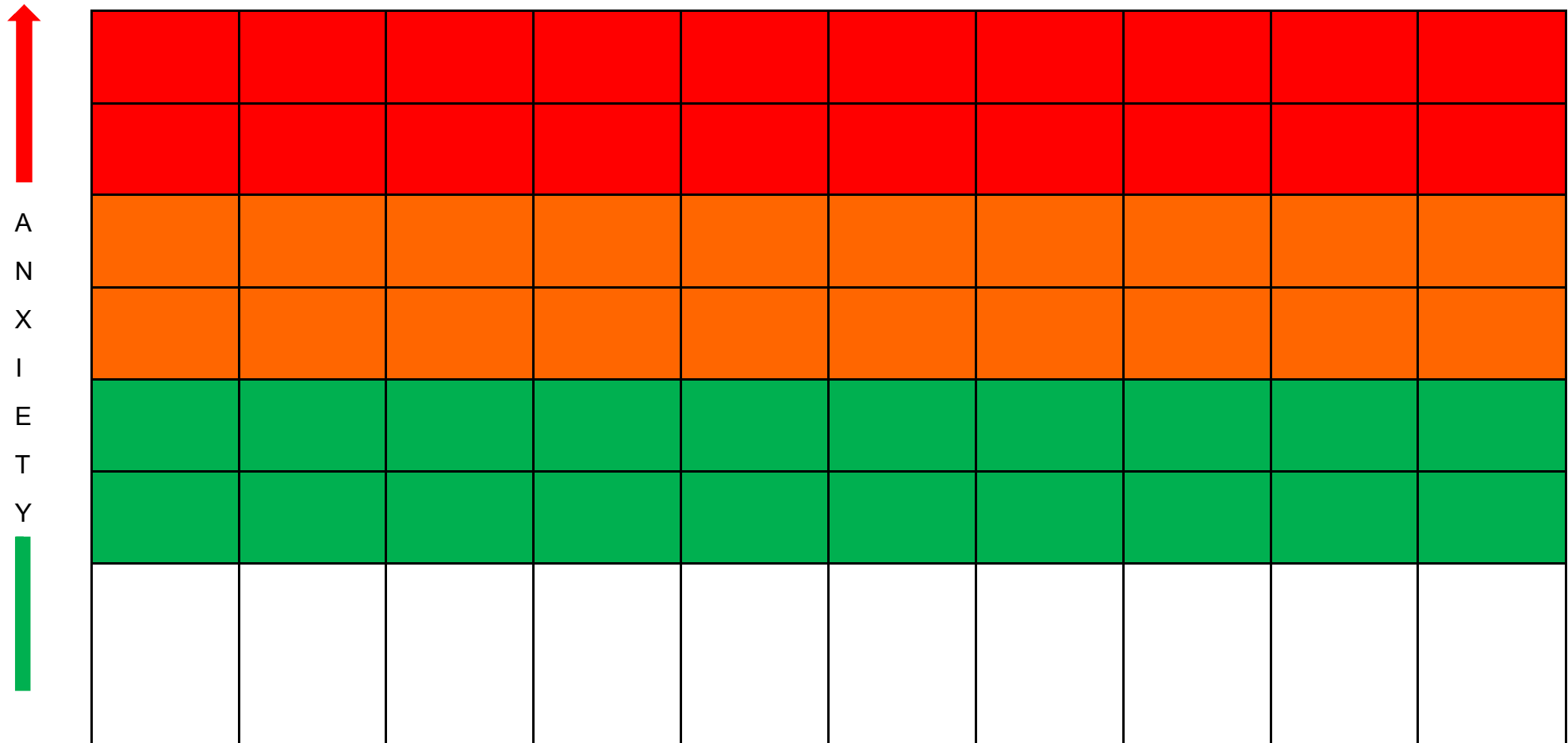
Chronology

Pupil Name	DOB	Class

Date	Summary of evidence	Signature

Appendix 4 **Anxiety Map**

Anxiety Map



Time/Location/Staff/Activity