



Behaviour Policy

Introduction

At Howley Grange we provide all members of our school community with a safe, happy and nurturing environment. Our children and the adults they work alongside build strong relationships and work together to establish positive learning behaviours. This enables everyone to reach their full potential.

Ethos

Howley Grange has a strong ethos which is underpinned by our commitment to our school values;

teamwork, reliance, curiosity, creativity, courage, trust, honesty, individuality, respect, responsibility, equality, integrity.

We expect all members of our school community to model behaviours which uphold our values.

Aims

This policy aims to outline how we nurture positive relationships and behaviour at Howley Grange, helping our children to show behaviours which enable them to learn and grow a sense of self-worth, whilst developing an understanding of their social responsibility to others. Howley Grange has a proactive and positive approach to the management of behaviour; we do not merely deter inappropriate behaviour through the use of sanctions. Our primary focus is to promote and reward good behaviour, developing the understanding and skills our children need to make the correct choices, both now and in their futures.

Promoting Positive Relationships and Outstanding Behaviour

Around our school you will find:

- The school values displayed prominently in the main entrance, enabling everyone to understand the behaviours we value and expect at Howley Grange.
- All members of staff model 'Respect' at all times.
- Adults praising children and acknowledging good behaviour.
- Weekly 'Golden Time' (unless they have lost this privilege)
- Lunchtime supervisor rewards e.g. good behaviour stickers and certificates
- Children being given responsibilities such as buddies, school bank etc.

In our classrooms;

At Howley Grange we recognise that quality first teaching has the most impact on children's behaviour. Class teachers will ensure that each class creates and agrees a class charter. They will also be responsible for following the schools rewards and sanctions systems on a day to day basis with their class. It is essential that there are positive relationships established between adults and children, ensuring that effective teaching and learning can take place in a nurturing learning environment. In our classrooms you will find:

- Class charters on display; a set of basic rules agreed between the teacher and class.
- Adults praising children and acknowledging good behaviour.
- Individual teachers' sticker/award systems.
- Monitors and class responsibilities.

- Children visiting other staff members e.g. head/deputy for further praise.
- Parents/carers invited into school to discuss any issues and share positive news.
- Circle times-adults listening to the views of children, time to discuss positive choices when faced with dilemmas.
- PSHE sessions which teach the skills needed to make the correct decisions regarding social responsibilities.

In our playground;

Playtimes enable our children to have fun, refuel and socialise with their peers in a relaxed environment. Whilst learning behaviours may not be so apparent at these times, children still need to be making the correct choices and behaving in accordance with our Respect ethos. In our playground you will find:

- Playground rules on display.
- Adults praising children and acknowledging good behaviour.
- Adults on duty, ready to support children in making good choices.
- Children as role models through the buddy system.

Howley Grange in the wider community;

Staff that accompany children on visits and other off site activities will ensure that children behave well.

- Where possible children to wear school uniform when representing Howley Grange out of school.
- Adults praising children and acknowledging good behaviour.
- Sharing comments about children's good behaviour made by members of the public.
- Children praised for good behaviour by other members of staff e.g. head/deputy.
- Staff supporting non Howley Grange based adults e.g. sports coaches, volunteers, etc. in the promotion of positive relationships and behaviour.

Promoting Positive Behaviour:

OFSTED January 2018 observed that:

'The strong relationships between staff and pupils promote excellent learning behaviour, which is evident in every class in school. Pupils work well together; they cooperate and support each other in becoming successful learners.'

Positive behaviour at Howley Grange is continuously promoted and developed through both team based and personal whole school reward systems.

School Wide Behaviour Reward Systems- for all children

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a whole school Zone Board system and a House Point system.

Zone Board System

All children start the day with their name in Green Zone. Children can move up to silver or gold zone as a result of good behaviour choices. Children can move down to amber or red zone as a result of inappropriate behaviour choices (see flow chart in appendix 1). Children in Key Stage One who end the day in either silver or gold zone are given a silver or gold sticker to stick on their jumpers and in Key Stage Two on their bookmarks. Children in Key Stage Two are able to use their stickers as 'currency' and exchange them for a variety of rewards and prizes. These incentives will be changed regularly to maintain interest. All children throughout the school will be able to participate in 'Golden Time.' This is a weekly reward which changes regularly and is decided on by the class teacher in conjunction with the children. Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their

work and, when necessary, their behaviour. It recognises those children who consistently make the correct choices. Those making poor behaviour choices will lose their 'golden time'.

House Points:

Children across the school are awarded house points. These are used predominantly (but not exclusively) for academic achievements (e.g. good effort in a piece of work). The children in the team with most house points at the end of each term are able to have a non-uniform day. From years Reception to 6 the children will be allocated one of the following house point teams;

Tawny Owl

Snowy Owl

Eagle Owl

Barn Owl

The children earn house points for superb effort in work. All adults in school award house points, the children record their house point by placing a token in to their classroom box. These are then collected twice weekly and added to the whole school collection tubes where who is currently in the lead is visible to the entire school. Overall winners for each term are awarded with the house point trophy.

School Wide Behaviour Sanctions System- for all children

Staff at Howley Grange consistently follow a clear, staged approach should any inappropriate behaviour occur. All such behaviour will be dealt with fairly and firmly with a clear focus on understanding the triggers for poor behaviour. Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child. All children are taught about the consequences resulting from poor behaviour. Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences. Children will receive warnings and will move down the Zone Board if the behaviour continues, however good behaviour will reverse that action, thus demonstrating the importance of making good choices. Children who end the day in the red zone will lose half of their golden time. Parents will be informed by class teacher and it will be recorded on CPOMS. (See Zone Board flowchart in appendix 1)

Whilst we appreciate behaviour can be an emotive issue it is imperative that school and parents / carers work together when issues arise. Like adults, children do make mistakes and they need to understand that all behaviour has consequences but also receive support in order to ensure behaviour improves. This is best achieved with clear and consistent messages from school and home with parent's support, staff use of sanctions and guidance.

For a case of extreme behaviour, the following sanctions may be used:

Lunchtime exclusion – see later information

Fixed-term exclusion – see later information

Permanent exclusion – see later information

Children whose behaviour is a cause for concern:

Individual Behaviour Plans

The class teacher, child, parents/carers/SENCO/Assistant/Deputy Head will work together to establish an individualised behaviour support plan. This will be devised to suit the needs of each individual child and may take the form of a behaviour report, a behaviour book or a personalised reward system to support the development of positive behaviour. All individual plans will include behaviour targets for the child to work towards achieving as well as outlining rewards for good behaviour and sanctions should poor behaviour persist. Children with Individual Behaviour Plans will be placed on the SEN register as school are putting in additional support.

The effectiveness of the plan will be reviewed by the team after 3 weeks, at which point one of the following will occur, the plan has been effective and the child no longer needs it so they will return to the school wide approach. The plan has improved behaviour; however, the required standard has not yet been consistently met, so the plan will continue. The plan has been ineffective and concerns about the child's behaviour remain. In this case the plan will therefore be reviewed and amended.

Managing Inappropriate Behaviour:

Control and Restraint

Staff can 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. When they do so it should be clear why it is necessary and that any actions are in the child's best interests and that they are reasonable and proportionate. Control and restraint is always used as a last resort following de-escalation attempts. A number of staff have been 'Team Teach' trained and may be called upon should physical intervention be necessary. However, any paid employee may physically intervene if the above conditions are met. If a child is physically handled, then the parent of the child would be notified and a meeting with the parent / carer arranged in order to put a physical handling plan in place. The incident is recorded and the situation discussed with the Head Teacher or Deputy Head Teacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Social Services, Psychological Service, Pupil Referral Service, etc.

Confiscation

Confiscation of a pupil's property is a lawful sanction – provided that there is a good reason and that the length the article is confiscated is reasonable. Teachers having confiscated an item have legal responsibility for that item and should not destroy it. Similarly, they should ensure that the item is retained on the teacher's person or kept in a secured place before being handed over, for example, to the school office where it should be securely stored.

Exclusions- For children whose behaviour poses a threat to the safety and/or education of others.

Should a child's poor behaviour lead to serious or re-occurring incidents that have a detrimental effect on the safety and education of the child and others, the Head teacher, in consultation with the Governing Body may decide to exclude the child on a fixed term or permanent basis. Exclusions are a last resort and may be used in response to a serious, persistent breach of the school's behaviour policy. The Head teacher's decision to exclude a child will be made in line with the principles of administration ensuring it is lawful, rational, reasonable, fair and proportionate. Internal exclusions may also be used. Any internal exclusion will ensure access to drink, food and toilet facilities are provided. If at lunchtime access to outdoors will be available.

Penalty Notices

- Parents/Carers can be issued with Penalty Notices if a pupil who has been excluded contravenes the details set out in the exclusion letter as to their whereabouts during school hours throughout the duration of that exclusion.
- Parents/Carers can be issued with Penalty Notices should their child take any Leave of Absence if they have not requested this, in writing, to the Head teacher detailing the exceptional circumstances they would want the Head teacher to take into consideration in deciding if any Leave of Absence can be agreed and authorised.
- Parents/Carers can be issued with Penalty Notices should any Leave of Absence be taken without any application/request being made.

- Parents/Carers should ensure that any Leave of absence request is made at least 2 school weeks before it is due to be taken.
- Parents/Carers should consider ensuring that they know if any leave of absence requested can be authorised by the head teacher before planning, booking or paying for any part of the leave of absence.
- Legislation dictates that a Leave of Absence request can only be considered if it is from a Parent/Carer with whom the child normally lives, under no circumstances will a request from parent/carer/family member with whom the child does not normally live be considered.

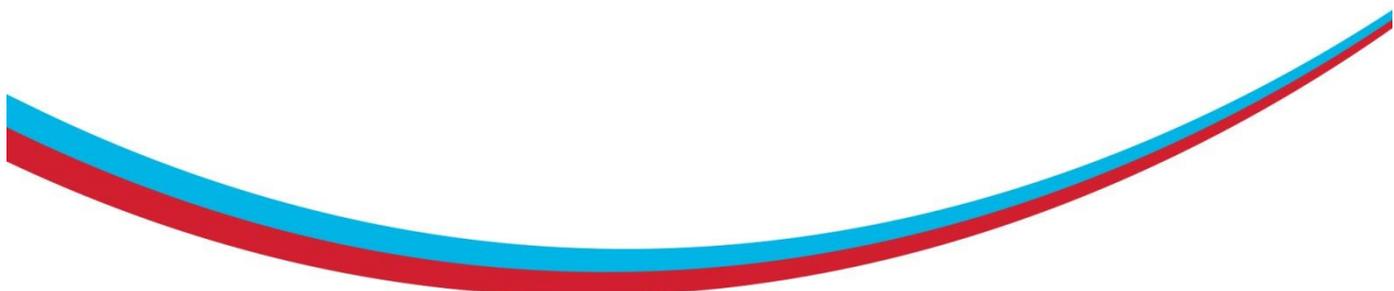
Lunchtimes

Like all other staff, Lunchtime Supervisors will focus primarily on reinforcing good behaviour through positive praise, encouragement and rewards. However, in order to manage inappropriate behaviour lunchtime supervisors operate the following procedure:

First instance of inappropriate behaviour	A verbal warning will be given and the child will be spoken to about their behaviour.
Second instance of inappropriate behaviour.	The child will be given a 5-minute timeout, where they have to stay with the lunchtime supervisor concerned.
Third instance of inappropriate behaviour.	The child will be sent to the lunchtime superintendent, who will investigate the behaviour and issue a final warning.
Fourth instance of inappropriate behaviour.	The child will be sent to the lunchtime superintendent who will immediately bring the child into the reflection room. The child will be excluded from the playground for the remainder of their lunchtime. Class teacher will be informed and they will be moved down the zone board.
Should a serious incident occur e.g. hurting another child, swearing, bullying, racist or homophobic language used then the child/children should be brought immediately to the Deputy Head who will determine sanction, contact parents and record incident on CPOMS.	

At Howley Grange we recognise that the promotion of positive behaviour is everyone’s responsibility. Therefore, it is important that children, staff, parents and governors have a shared understanding of the school ethos and behaviour expectations. We expect all members of our school community to show respect to each other and the school environment. Any contact between parents and school staff should be polite and respectful. Please be aware that abusive, threatening or violent behaviour either in person, or on social media, will not be tolerated. Behaviour is closely monitored at all levels, the strong partnerships within our school community ensure that we can build the safe, happy and nurturing environment our children need to achieve their very best.

Date Sept 19
 Date of next review Sept 20
 K Trueman-Brown



Appendix 1 Zone Board Flow Chart

