



Behaviour – The Haselworth Way



At Haselworth Primary School we respect and value all children's development. We recognise that all children have a right to an education and are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Haselworth Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Safeguarding at Haselworth Primary School is carried out in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department for Education.

Policy approved:	September 2020	FGB
Signed:	<i>N Jones</i>	Headteacher
Signed:	<i>Dr C Roast</i>	Chair of Governors
Date of next review:	Summer 2021	Annually
Monitored and evaluated by:	Headteacher	Termly



1. Aims of this policy

This policy seeks to provide a thorough framework and guidance for all key stakeholders at Haselworth Primary School. Its purpose is to be clear, helpful and informative to allow for its contents to be consistently understood and applied. A regular review and monitoring process will maintain its relevance and accuracy as described above.

2. Rationale

At Haselworth we recognise that every child is unique and is, as such, a valued member of our school community. We care about the 'whole child' and focus on developing the emotional and social skills that form a vital, enabling companion to our broad and engaging curriculum. We appreciate that home circumstances play a role in supporting key objectives but can also form barriers to our principle aim of high quality learning for all. Whatever their starting point, all our children are supported in their 'learning journey' towards a rewarding and fulfilled future through a positive engagement with education. The successful achievement of the aims in this policy are not the sole responsibility of any individual, group or initiative, but the ceaseless and consistent pursuit of positive engagement on every level by all.

3. Expected outcomes of our Behaviour Policy

- A purposeful and calm atmosphere
- A clarity of approach towards negative behaviours throughout the school community encompassing parental co-operation and involvement
- Clear boundaries and expectations for acceptable behaviour to ensure physical and emotional safety are clear to all
- Increasing evidence of 'positive mind-set' among staff and children
- Children who are growing in independence and responsibility
- Positive, caring attitudes towards one another where achievements at all levels are valued and celebrated
- A collective responsibility among the school community for addressing barriers to positive engagement

4. The Haselworth Philosophy

At Haselworth our aim is first and foremost positive behaviour using the Haselworth Way. As a P4C school, *4C Thinking* is central to our behaviour policy. Through *Caring thinking* children and adults will listen carefully to others and imagine how others may feel. We listen carefully and we do not interrupt. Through *Collaborative thinking*, children and adults support and challenge each other in a respectful way. Through *Critical thinking*, we give good reasons and suggest conclusions. Through *Creative thinking*, children are encouraged to explore possibilities and suggest alternatives. We know that we will not always agree with each other but encourage children to 'disagree agreeably'.

Behaviour is a mode of communication and so is an invaluable barometer of the success of the methods and processes in place within a school to prepare an individual to learn. Key to understanding behaviour in the school is a solid understanding of the individual children and their personal histories, so as professionals we must seek to equip ourselves with as much information and approaches as possible. We understand our rights and our responsibilities and understand that school wide cohesion is vital when following routines, implementing expectations, giving rewards and deciding on sanctions.



Values

At the heart of Haselworth Primary School are our twelve school values. These values provide a framework and guide for desired behaviours and characteristics. We rotate these and deepen our understanding of them through Philosophy for Children in order to allow children to talk about and understand what these values mean to them.

Our Learning Values guide our children towards desired behaviours and characteristics of effective learning.

These values must be highlighted and recognised in our children throughout their school experience and celebrated in verbal feedback and the award of a certificate through our Celebration Assemblies. We believe strongly in intrinsic rewards, and so the Young Governors have chosen how house points should be awarded.

5. High Quality Teaching

It is vital that teaching and planning is of the highest quality. When the learning opportunities are pitched correctly then engagement is at its highest. It is the class teacher's responsibility to ensure that lessons are well planned and resourced. At Haselworth we provide training, support and mentoring to our staff to ensure they are able to reflect on their practice and pursue improvement.

6. Strong Relationships and Empathy- The Haselworth Way

It is our responsibility to pursue the building of strong relationships based on authenticity and honesty throughout the school community. Adults must model this process and allow specific opportunities to teach the necessary features and highlight examples both positive and negative. Adults must show genuine interest in each child's unique development and background. Empathy is vital in order to reflect on the impact of one's actions and in the setting of strong relationships this is enabled further. Again empathy must be modelled and time taken with the children to consider the key concepts involved.

7. An understanding of responsibility

It must be understood that children entering Haselworth in Year R must be taught the expectations of the school in order to learn what desirable behaviours are. This process continues throughout the subsequent years but with the understanding of growing responsibility.

We appreciate however, that all children are not the same and respond differently to certain situations. Children throughout the school must always be held responsible for their actions but staff should work with them to consider their choices and actions using the 4C Thinking model. Teachers and support staff must plan for and consider those who struggle to regulate themselves and implement strategies that support the child as they move through the school/ The PATHS curriculum which focuses on an emotional vocabulary and problem solving strategies is also helpful here. When children require further support this will be provided after consultation with the SLT.

8. Parental and Carer Engagement

Parents and Carers should support the aims of the school and seek to support the key elements of this policy. It is our responsibility to listen to parents and carers and respect their views but always guided by our school policy. Staff will keep parents well informed about expectations and procedures surrounding behaviour and as part of routine procedure should inform parents of any further support required to guide behaviour. Above all we must work together to preserve the best interests of the child.



9. Outside Agencies

When necessary we work with outside agencies to expand our capacity to deal with examples of extreme or unusual behaviours. This may include the Local Authority Behaviour Support Team based at the Lennox Centre, the Southern Domestic Abuse Service, a play therapist, a counsellor and Early Help Hub. We recognise that their expertise is invaluable in supporting our aim on Positive Engagement.

10. Routines and Procedures

It is the professional responsibility of the class teacher to manage the day-to-day behaviour of their class. This includes instances outside school such as trips, visits and sports events. Teachers and support staff play an invaluable role in the monitoring and identification of patterns of behaviour. The following procedures outline expected standard processes in our school.

All staff are responsible for following up behaviour and ensuring that relevant documents on CPOMS are completed.

This table allows class teachers to reflect on their class and clarifies procedure as behaviour escalates.

	1) Quality First Teaching	2) Additional support	3) Specific support (class based)	4) Assessment for Support from SLT	5) External agency support
General description	Needs are met with universal provision. May need limited minimal intervention to avoid further needs arising.	Some additional needs have been identified, but can still be met within the class e.g. Personal timetable.	Specific targets in place in order to be successful. Parents are very aware of targets and the nature of the concerns. Regular feedback.	Previous support has not brought about the desired changes. Need for more formal assessment of needs from a member of SLT.	Key needs have been identified through assessment from Inclusions Leader and BST. Advice from external agencies and a multi-agency approach is needed to ensure successful outcomes.
	Emotional and Social development	Emotional and Social development	Emotional and Social development	Emotional and Social development	Emotional and Social development
Circumstances and key features	Making progress in their learning. Good attendance. Good age appropriate social skills. Able to express needs in an age appropriate way. Able to ask for adult intervention in an appropriate way.	Not making expected progress. Easily distracted. Attendance is dropping/ coming in late. Does not express needs appropriately. Is at risk of friendship deficit. Shows attention seeking behaviours. Often have difficulties during playtime/	Progress is now significantly delayed, or there is a mismatch between ability and measurable attainment. Frequently causes disruption to the classroom environment which has a significant impact on the learning environment of	Child is making no progress, may even be regressing. Refusing to attempt tasks. Is behaving in a way that necessitates high level of teacher/adult focus to the detriment of the teaching of others. Behaviour is unpredictable despite attempts to support underlying causes. Is unable to cope with	Is unpredictable in their behaviours. Shows violence and aggression. Danger to themselves and or others. Causes damage to property on a regular basis. Causes significant distress and disruption to school routine. Other children avoid,



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	Able to sustain appropriate relationships with peers and adults.	lunchtimes, which impacts on their ability to focus on their learning.	their peers. Are frequently dis-engaged and requiring high levels of adult support. Leaves the classroom without permission. Does not listen to or refuses requests from adults.	both structured and unstructured times. Socially isolated from peers/ peers wary or distrustful of child.	express fear and distress by the child's behaviours.
	Classroom Environment	Classroom Environment	Classroom Environment	Classroom Environment	Classroom Environment
What is needed to support the child?	Able to find and use equipment needed for their learning tasks. Able to work well in group / whole class and independent activities. Able to organise themselves and settle to tasks. Able to be calm and cope with transition times.	Needs support to organise and settle to tasks. Needs support to identify and collect resources. Needs adult support to fully engage with group/whole class and independent activities. Needs support to be able to manage transition times.	IBMP includes Clear specific targets that are recorded and success and consequence criteria clearly defined and understood by the child. Clear guidance on position of adult and who will assist child during high risk times.	Has own work space. Much more specific targets with related frequent rewards over and above their peers Now and then cards. Personal timetable? A team member meets and greets the child at key moments throughout the day. "Catching" those making good choices. Do you need to use a circle time to elicit support and empathy from peers?	Where possible, have a planned response to frequent episodes of disruption. Agree who will take the lead, and how staff will be deployed to support this. Ensure that the child is met by a key adult at several points regularly throughout the day. Ensure tasks are differentiated so that they can be achieved quickly with instant rewards. (Child is getting attention in a positive way)
	Parental/ Family Involvement	Parental/ Family Involvement	Parental/ Family Involvement	Parental/ Family Involvement	Parental/ Family Involvement
	Protected by carers. Carers listen to and act on advice offered. Carers attend parent meetings. Communication between school and the home is good.	What do carers do to elicit appropriate behaviours at home? Are the behaviours only exhibited in school? Key targets shared with parents and seek positive re-enforcement of these at home.	Share increasing concerns, and the impact it is having with carers. Positively communicate 'we have these concerns and this is what we are going to do to help support your child'. Share IBMP and targets with carers. Set review dates with carers.	Set up regular review meetings with parents. Celebrate successes. If parents don't engage at class level, involve Phase Leader to help engage.	Ask for parents to consider referral to outside agencies such as CAHMS, EP PBS, EHH. Discuss what outcomes such referrals might achieve. It would be useful to involve the SENDCo/Inclusion Leader in these



					discussions, or member of SLT.
	What steps do I need to take next?	What steps do I need to take next?	What steps do I need to take next?	What steps do I need to take next?	What steps do I need to take next?
	Monitor and report any changes in behaviour.	Plan for that child. Consider work groups/ work buddy/ physical proximity to adult support. Discuss concerns with carers. Discuss ways that carers engage their child at home. Ensure that child is praised appropriately. Does a more frequent system of communication between home and school need to be considered? Provision for the child needs to be highlighted in planning and shared. Liaise with lunchtime staff. Does extra provision need to be in place to support playtimes? How are you going to monitor the behaviour? How long will you monitor it for? What will be your success criteria?	Record ABCC's on CPOMS Use BOXALL profile to identify what behaviour might be communicating Identify and use the key strategies suggested in the toolkit to help inform and write a robust IBMP. Review IBMP at least every 6 weeks.	Continue to monitor behaviour. Analyse successes and build on them. Analyse setbacks and use these to inform future planning.	Continue to monitor. Ensure that relevant documentation is ready to be use in the referral process for evidence. Have a clear desired outcome that is agreed by you the child the SLT and the family. Ensure that this outcome is reasonable and achievable. If behaviour is constantly challenging, what is the best way of recording and highlight exactly what the key priority behaviour is going to be. How are you realistically going to be able to record this in a meaningful way? Use the outreach worker from the Lennox Centre to help with problem solving and target setting.



11. Rewards and Sanctions

At Haselworth we have high expectations of all children and we believe that children respond better to positivity than negativity. During each day our aim must be to have significantly more positive interactions with children than negative ones. The following visual chart aims to highlight the opportunities to be rewarded as well as the opportunities for reflecting on negative behaviour. Awards earned legitimately cannot be taken away as a sanction. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

Teachers may have their own rewards that they use in the classroom to compliment the school behaviour system but the following should be in use as a matter of course:

- Non-verbal recognition
- Praise
- Showing work to another teacher and to the Headteacher/Deputy Headteacher
- Top table at lunchtime (suspended during Covid restrictions)
- House points via Class Dojo
- Notes sent home to parents/ carers as often as required by class teacher to celebrate positive behaviour of a child/ children.
- Headteacher/ Deputy Headteacher 'Above and beyond' Award. Up to four children from each class to meet for 30 min on a Friday afternoon for hot chocolate or ice lolly. (This will be done in lower school and upper school bubbles during Covid-19).

12. Sanctions

In instances when children have made a negative behaviour choice and it has been judged that they fully understood that what they chose to do was wrong, a consequence must be received. The consequences must be proportionate and it must be explained to the child. Whenever possible, speak to the child privately.

When deciding on consequences it is important to be consistent and fair. Consider the severity of the behaviour and decide if it was of a low, moderate or high level and whether it was a continuation of persistent negative behaviour that could form a pattern. Remember that the behaviour could be telling you something hidden you may need to address, for example difficulties resulting from trauma or attachment.

Less Serious	Serious Level	Very Serious Level
This does not include physical injury or damage to property but may include some level of minor distress to self or others; or some minor disruption to school routines. (Class Teacher responsible)	This includes isolated episode of violence, minor damage to property; some distress caused to self or others; or brief disruption to school routines. (Class Teacher plus SLT) • Swearing – 15 minutes long reflection • Derogatory/homophobic/racial language – 30 minutes long reflection • Leaving class without asking- 5 minutes + the time out of class (not during Covid-19).	This includes physical injury requiring medical attention beyond basic first aid; extensive damage to property, significant distress caused to self or others; or lengthy disruption to school routines. (SLT)



	Hurting others through hard physical contact- 30 minutes long reflection Time out on picnic bench in playground. Supervised by MDS This will need to be recorded on CPOMS.	
Sanctions for Less Serious Level Behaviour Respond to poor behaviour with deliberate calm. Verbal- child spoken to privately wherever possible in a calm voice. Repeat activity properly Move the child somewhere they can learn with fewer distractions Related sanction e.g. completing work, cleaning up mess Time out at the end of the lesson <i>on the same day</i>	Sanctions for Serious Level Behaviour Time out in a sanctuary to de-escalate In class reflection time Work completed in own time Contact with parents Informal parents meeting Long reflection at lunchtime Attend nurture group at lunchtime (not possible during Covid-19) RESTORATIVE PRACTICES WILL BE IN PLACE AND CONSEQUENCE FLOW CHART FOLLOWED.	Sanctions for Very Serious Level Behaviour Send to SLT Removal from class by SLT Internal exclusion Internal exclusion at another school. Fixed term exclusion Permanent exclusion RESTORATIVE PRACTICES WILL BE IN PLACE AND CONSEQUENCE FLOW CHART FOLLOWED.

For very serious levels of behaviour, staff will send a blue card to the office requesting a member of the Senior Leadership Team to come and support in class (the blue card should be kept by the light switch with print facing the wall)

13. Children leaving the school grounds

If a child leaves the school property without permission then an adult must, following all reasonable attempts to prevent it, then keep the child in sight. The police must be informed immediately. Adults should not chase children.

14. Playtimes/Lunchtimes

During playtimes, the behaviour policy will be applied accordingly. Lunchtime staff will inform class teachers of any positive behaviour or negative behaviour through CPOMS. This ensures a fresh start to the afternoon. Children, at lunch time, should be expected to interact with all individuals, adults and children in the same respectful and kind manner as during class time. At Haselworth we believe that the curriculum starts at the moment the children arrive until the moment they leave. Children are given a short or long reflection card by a lunchtime supervisor if there is negative behaviour and may be asked to miss some of their lunch time play time. They then use restorative practice to reflect on behaviour and are asked to return a yellow card to the same lunch time supervisor to ensure that the reflection has taken place. We reward the Haselworth Way through top table, tidy trolley and lunch time helper rewards. (No cards given out during Covid-19)



15. Exclusion

Exclusion is used only in rare instances. These could include where a child is either, not responding at all to a range of behaviour management strategies and their behaviour is significantly and repeatedly disrupting the learning of others, or if the child has behaved in a way deemed as particularly extreme (such as being violent towards another pupil or member of staff), or has used foul or abusive language towards any member of staff. The Headteacher makes this decision after all relevant information/investigations are complete. In the absence of the Headteacher this decision can be made by the Deputy Head. The school follows the Hampshire County Council policy for exclusions and guidance can be found at <https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion>.

16. Procedures in place when there is continuing concern about a child's behaviour

In order to support positive engagement the following document allows staff to reflect on their class and consider which actions would be appropriate. When children make the wrong choice the class teacher will choose an appropriate sanction in order to correct the behaviour. When this doesn't have the desired effect, further steps will be required and the table lays these progressive steps out clearly. We seek to identify early those children whose behaviour shows a pattern and amend our approaches to support our aim of Positive Engagement.

17. Tracking of Behaviour

Instances of inappropriate behaviour are tracked using CPOMS with behaviour tick box. Positive behaviour can also be recorded on there. This allows for a simple, time effective recording of the behaviour of children who regularly struggle to be positively engaged and who have been identified as needing the support outlined in the blue and purple columns of the sheet above. Patterns will emerge to allow support to be tailored to the specific child.

18. Children with Specific Behavioural Difficulties (Individual Behaviour Management Plans)

We know that all children have different needs and that some children find managing their own behaviour more difficult than others due to a wide range of different reasons. We work from the philosophy that we **achieve fairness by meeting each child's individual needs rather than by treating every child the same**. Whilst we don't use this to excuse inappropriate behaviour we do seek to understand the reasons behind the behaviour.

A Behaviour Management Plan sets out the agreed strategies for children who have continuing needs. These plans are based on a wide range of evidence gathering including observations of the child in class, why-why analysis or behaviour checklists. Such plans are usually prepared by the class teacher and the child in consultation with the Inclusion Leader/ SENCo and the child's parents. The plans set clear targets for the child and are reviewed regularly to monitor the progress being made.

19. In-service Training Needs

In keeping with the school's development plan, in-service training needs are identified and addressed within the school's financial constraints. In addition, we endeavour to ensure that staff are made aware of all relevant and available in- service training

20. Evaluation



The effectiveness of the policy will be measured by:

- The increased confidence of staff to deal with challenging behaviour
- Observations around the school will highlight a consistency of approach
- Parents will agree that behaviour and instances of negative behaviour are well managed
- A reduction of serious incidents and exclusions
- A questionnaire and regular consultation of staff and pupils will seek opinions and feedback as to the policy's effectiveness.

Appendices

Appendix 1 – How to get a house point- P4C School

Appendix 2- Behaviour statement

Appendix 3- Restorative Practices 1

Appendix 4- Covid 19 Addendum



Appendix 1

What do you get house points for?

- Showing the school values (even when it's a challenge)
- Showing the 4Cs in your attitude (as detailed on page 2)
 - Critical thinking
 - Creative thinking
 - Caring thinking
 - Collaborative thinking
- When these are displayed, the person giving the house point will say:
- I have noticed yourthinking. You did this by.....

Examples of 4C Thinking in relation to behaviour.

	Lower School	Upper School
Critical	Give a reason for their thoughts or ideas relating to a behavioural incident. Disagree and say why.	Look for and consider evidence of how another person feels or why they acted like they did. Use 'thinking time' well. Explain their point of view by disagreeing 'agreeably'.
Creative	Suggest a new idea to try with a friend e.g. 'Let's try sharing the ball this time'. Give full attention to the speaker.	Make a connection with their behaviour and what made them feel that way. E.g. 'I kicked the locker because I was feeling angry about X' Suggest conclusions or lessons which might be learnt.
Caring	Listen to others carefully. Not interrupt. Look after someone else's feelings.	Try to imagine how someone else feels.
Collaborative	Take a turn. Be friendly and helpful. Work well together in a pair or group. Act in a friendly way. Work well with others.	Support and challenge others. E.g. to be able to challenge other people's negative behaviour in instances of bullying. Make compromises. Explain themselves clearly.



Appendix 2

Behaviour statement:

See Written Statement of Behaviour Principles under

Home – Policies – Written Statement at www.haselworth.hants.sch.uk



Appendix 3

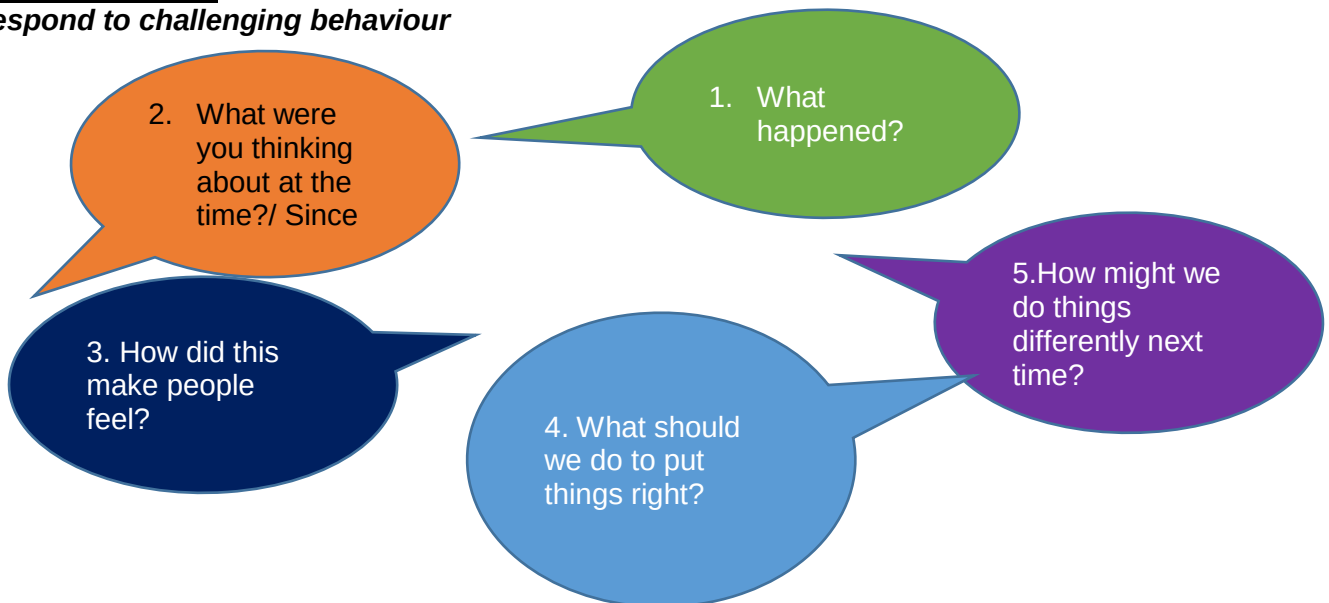
Behaviour Language

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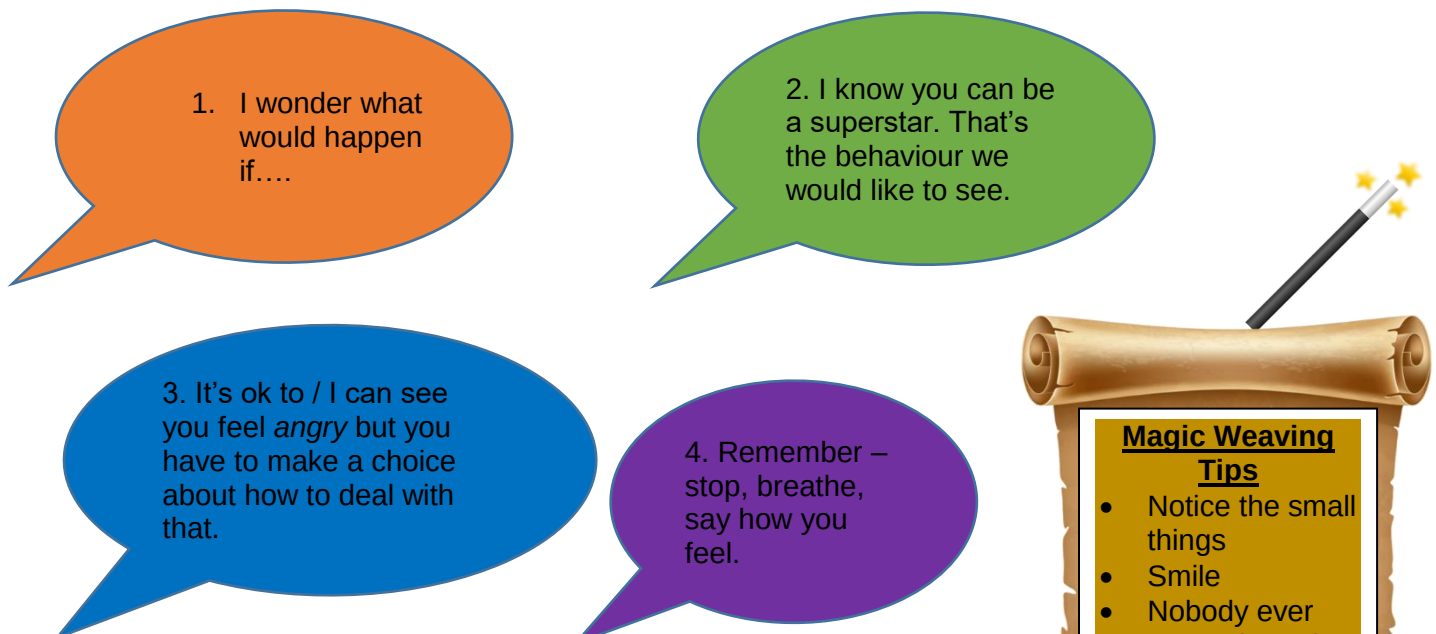
Restorative Practice

To respond to challenging behaviour



De-escalation Practice

To promote positive behaviour



Magic Weaving Tips

- Notice the small things
- Smile
- Nobody ever remembers that great worksheet
- Have time



Appendix 5- Addendum to the Behaviour Policy in response to the Covid 19 pandemic

At Haselworth Primary School the safety and well-being of our children is our number one priority. We believe that all children should be kept from harm and protected, and that they should be given the opportunity to share how they feel in various situations. All pupils should continue to adhere to the principles outlined in this Behaviour Policy.

In addition children and staff should:

Respect the revised day to day expectations of the class 'nest' and wider school:

- children should adhere to the revised routines and expectations for entering and exiting the school site
- children should stay in their own rooms unless directed otherwise- for example needing urgent first aid.
- children should only interact with others in their own 'nest' throughout the school day
- children should stay at their own workstations unless directed otherwise
- children should follow social distancing rules, as far as possible, at all times, in and out of the class nest
- children should follow hygiene rules, including washing hands when asked to throughout the day

Be aware of, and follow, expected Self-Care and Health needs:

- children should inform an adult if they feel they have any Covid-19 symptoms (symptoms will be shared with children)
- children should use tissues when sneezing or coughing and dispose of in lidded bins
- children should only go to the toilet areas one at a time and thoroughly (at least 20 seconds) wash their hands after use
- children should only use their own resource packs, not interfering or touching any others resources or equipment
- children should only use their own water bottles and eat/drink their own food. No sharing is allowed
- children will not bring any additional items into school other than lunch boxes, water bottles, coat, book and bag.

Rewards and Sanctions

- House points will continue to be awarded to pupils who display positive behaviours; however these will be logged by the teacher on Class Dojo rather than using counters. This will be celebrated in class at the end of each week to see which house team has the most house points.
- In the unfortunate event of negative behaviour incidents, pupils will be given clear, explicit warnings and reminders of appropriate choices. If, following this, behaviours do not improve, the Headteacher and Deputy Headteacher can be called (via phone/radio) to take the child for reflection time.
- Time outs will be arranged in separate areas (Sanctuary or HT/ DHT rooms) so that there are no cross-nest interactions.
- In the event that there are recurring incidents which pose a risk to pupils and staff, parents will be contacted to action plan the next steps and consequences.
- If any adverse behaviours take place that could affect the health or safety of individual pupils or staff, then an individual risk assessment may be completed to review the safety of that child in school site during the pandemic restrictions.



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- Spitting, physical attacks, refusal to comply with H&S/ social distancing requirements that could heighten the risk of harm to others could result in exclusion which will be decided by the Headteacher.