

## Positive Behaviour Procedures

### Aims and Expectations

- To create a culture of exceptionally good behaviour and to eliminate disruptive behaviour in order to maximise time in class spent on teaching and learning.
- To embed the three school rules: be responsible, be respectful, be safe.
- To enable teachers to deliver excellent, engaging lessons, experiment and take risks, without concern for behavioural consequences.
- To encourage students to take responsibility for their own choices and be responsible for the consequences of their actions.
- To ensure that all individuals at Headley Park are treated fairly and shown respect.
- To provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour.
- To provide a clear and comprehensive rationale for parents and carers, so that they support and reinforce the policy in and out of school.
- **To ensure that excellent behaviour is a minimum expectation for all.**

### Reflections that drive our policy

‘Good behaviour is the core mission for every school, whatever age or stage. Get behaviour right and everything else is possible. It is the beginning of safety, equity, dignity, curriculum, opportunity and learning...’

‘Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.’

‘You establish what you establish.’

‘Make it easy to behave and hard not to.’

### Headley Park Behaviour Principles

**At Headley Park we ‘make it easy to behave and hard not to’ through:**

- Having clear and concise rules, routines, rewards and sanctions that everyone follows;
- Teaching, not telling, children how to behave;
- Ensuring all adults are calm, consistent and fair in their response to behaviour;
- Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see;
- Adapting our approaches, where needed, for specific pupils with additional needs.

## **Roles and Responsibilities**

### **All staff, every day will:**

- Act in a calm, consistent manner.
- Meet and greet on the playground.
- Refer to 'responsible, respectful, safe' in all conversations about behaviour.
- Give their first attention to best conduct.
- Be relentlessly bothered, showing they know the children, value them and that they believe the children matter.
- Share responsibility for whole school behaviour and offer support for colleagues.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of pupils.
- Apply the rules, routines, rewards and sanctions policy consistently.
- Follow up on misbehaviour as soon as possible.
- Use scripts consistently.
- Refer to the behaviour policy when discussing behaviour with parents and carers.
- Give every child a fresh start each day.

### **Senior leaders will**

- Lead by example.
- Review the policy regularly.
- Monitor whole school and classroom routines.
- Remind staff and pupils of the expectations of the policy.
- Identify opportunities throughout the year to engage explicitly with the parent and carer community around behaviour.

## **School Rules**

There are 3 school rules at Headley Park:

- Be responsible
- Be respectful
- Be safe

Our staff are skilled in behaviour management, and will teach these rules in a positive and encouraging way. Children will be taught the rules from Nursery upwards. At the start of each term, every class will complete a lesson in class on the rules, why they are important and what they look like. Children will see the rules displayed in each class and around the school. They will encounter them in assemblies each week and are reminded of them when adults are supporting behaviour in class and on the playground.

Be responsible	
<b>Why</b>	<ul style="list-style-type: none"> <li>● People who are responsible are more likely to succeed in school, in the workplace and in the wider world.</li> <li>● If we do what we say we will do and accept that our choices and actions have results then people will trust us.</li> </ul>
<b>What this looks like</b>	<p>Being responsible is about doing what we are supposed to do and owning our actions. In school this includes:</p> <ul style="list-style-type: none"> <li>● Coming to school with a positive attitude</li> <li>● Paying attention to what is important (our learning) and staying on task</li> <li>● Admitting our mistakes and realising when we are wrong (no excuses)</li> <li>● Taking steps to change something we don't like (rather than complaining)</li> <li>● Being prepared for school, including having:               <ul style="list-style-type: none"> <li>○ a reading book</li> <li>○ a reading journal</li> <li>○ homework</li> <li>○ the correct uniform</li> </ul> </li> <li>● Being calm and attentive</li> <li>● Asking an adult for support (if needed, once other strategies have been used)</li> <li>● Being at the right place at the right time, including being on time for school</li> <li>● Going to the toilet during break and lunchtimes</li> </ul>
<b>Exceptions</b>	<ul style="list-style-type: none"> <li>● A child who has a severe family situation may not be ready to learn</li> <li>● Specific children with SEND who may require support or scaffolding</li> </ul>
Be respectful	

<b>Why</b>	<ul style="list-style-type: none"> <li>● Everyone is a valued member of the school community and therefore everyone should be treated the same no matter their race, religion, gender, sexuality or disability</li> <li>● People who give respect <i>to</i> others get respect <i>from</i> others.</li> </ul>
<b>What this looks like</b>	<p>Being respectful is about caring for and valuing people, things and differences. In school this includes:</p> <ul style="list-style-type: none"> <li>● Listening carefully when other people speak</li> <li>● Following adult instructions</li> <li>● Showing manners (please, thank you, eating with manners in the lunch hall, holding doors for other people)</li> <li>● Looking after the school environment and property</li> <li>● Speaking to other people at a volume that can be heard, looking at the speaker, using their name</li> <li>● Taking turns, cooperating and sharing with other children</li> <li>● Looking out for each other (finding an adult if someone needs help, asking other children if they would like to play, involving others in games)</li> <li>● Thinking about what you are going to say and using kind, positive language</li> </ul>
<b>Exceptions</b>	<ul style="list-style-type: none"> <li>● Specific children with SEND who may require support or scaffolding</li> </ul>
<b>Be safe</b>	
<b>Why</b>	<ul style="list-style-type: none"> <li>● Being safe is important so that we don't hurt ourselves or each other.</li> <li>● When we are safe we can relax, feel good about ourselves and enjoy our lives.</li> </ul>
<b>What this looks like</b>	<p>Being safe is following the rules that we know are there for our safety and looking after ourselves and each other both physically and mentally. In school this includes:</p> <ul style="list-style-type: none"> <li>● Keeping your hands and feet to yourself / kind hands and feet</li> <li>● Using equipment for what it is designed for</li> <li>● Sitting where you are asked to in class</li> <li>● Telling an adult if there is a problem with another child</li> <li>● Moving around the school in a calm and quiet manner (register order, single file, facing forwards with a voice that only someone very close to you would hear).</li> <li>● Following the procedures in place during the coronavirus including: <ul style="list-style-type: none"> <li>○ Staying in your year group bubble</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Washing and hand sanitising your hands regularly</li> <li>○ Coming to school at the time given to your bubble</li> </ul>
<b>Exceptions</b>	<ul style="list-style-type: none"> <li>● Specific COVID-19 additions during the coronavirus pandemic</li> </ul>

### School routines

There are a range of routines that are used across the school in order to support children in following the school rules. These routines are:

- Tight Transitions
- Super Walking
- Tracking
- Signal for Silence
- Enter and Exit Assembly
- Threshold
- SLANT
- Voice, tracking, names

Routines are important so that:

- Everyone knows what to expect
- There is consistency for staff and pupils
- Behaviour can be preempted
- High expectations are demonstrated
- Pupils learn good habits
- Pupils' working memory is freed up to focus on thinking and learning
- Time and thinking space is freed up for better things
- It is **easier** for pupils to decide how to behave

Staff will practise these routines until everyone can do them and will reinforce, maintain and revisit them on a regular basis.

### Rewards and consequences

Staff are proactive in ensuring pupils are thinking about and reminded of their behaviour when it is going right. All children are capable of behaving well.

## Praise and Rewards

We believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement and that excellence should be rewarded. At Headley Park we use a combination of verbal praise and extrinsic rewards to show that pupils matter: they are valued, recognised and noticed.

Praise is given:

- When someone has acted in a way we want them to repeat.
- When someone has done something we want to normalise.
- When someone has acted as an example we want others to aspire to.
- When someone who normally struggles does something good for them.
- When someone looks like they need a pick up.
- For something extraordinary (which may also be linked to a recognition board or house point).

Praise is effective when it is:

- Sincere (the pupil needs to believe it)
- Proportionate (not everything is perfect, good is good)
- Targeted (given for specific actions with a clear explanation and description as to why it has been given)

Rewards serve the following purposes:

1. To recognise and reinforce expected behaviour.
2. To celebrate examples of **over and above** behaviour.
3. To motivate others to change their behaviour.

Rewards are effective when:

- They are connected to a specific behaviour

Praise/Reward	Example behaviour	Why?	What? (Actions / Scripts)	When?
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Immediate verbal praise	Expected behaviours linked to the school rules (see above).	Personal recognition to reinforce expected positive behaviour.	Verbal praise should be clearly explained and linked to the positive behaviour that is hoped to be reinforced.  'Well done to this table who I can see have chairs tucked in and are tracking me'	Daily
Recognition board	Expected behaviours linked to the school rules (see above).	Public display of pupils demonstrating behaviours in the classroom.	A board in each classroom is used to catch and recognise pupils demonstrating the right behaviours.  Names are not removed from the board (sanction steps are followed privately where possible and the name on the board supports the reminder of the behaviour the pupil can demonstrate).  Pupils can nominate each other to be put on the board.  The board is reset daily.	Daily
House points	Consistent, maintained examples of expected behaviour linked to the school rules in one session or across sessions.	<i>Community</i> reward for <b>over and above</b> expected behaviour and learning.	House points should be given one at a time (no multiple points given), linked to a specific behaviour or piece of learning and clearly explained.  They are collected in class using Class Dojo and collated weekly in a shared Google Sheet.  At the end of every two terms the house with the most points receives a reward.  Each term there will be an opportunity for house competitions where extra house points can be earned.	Daily

			Pupils will receive house certificates for bronze (25 points), silver (50 points), and gold (75 points). Pupils who achieve platinum (100 points) will be put into a draw for a prize at the end of the year and will receive a badge to wear as part of their uniform.	
Postcards home	<p>Consistent, maintained examples of expected behaviour linked to the school rules in one session or across sessions.</p> <p>This includes behaviour in which the child not only makes the right choices in their own behaviour but also supports the behaviour or well-being of others in the process.</p>	Personal reward for <b>over and above</b> expected behaviour and learning.	A member of staff can choose to write a postcard home for a child who shows <b>above and beyond</b> expected behaviour. This should have a clear explanation and description of the behaviour (linked to the school rules).	Daily
Praise assemblies	Specific examples of behaviour and learning from across the week that link specifically to the Headley Park drivers (tbc).	Public recognition of children who demonstrate and 'live' the key HPPS 'drivers'.	We are Headley Park award given each week by the adults in each class.	Weekly (Friday)
Top Table (not yet in place)	For children who demonstrate good manners in the dinner hall.	Public recognition of good manners in the lunch hall.	One child from each year group chosen based on showing good manners in the lunch hall to have lunch on a table with the Headteacher or Assistant	Weekly (Friday)



			Headteacher. Table decorated with table cloth, place mats, etc.	
Always Tea	Consistent, maintained examples of expected behaviour linked to the school rules over weeks.	Recognition for those children who <b>always</b> make the right choice.	One child from each class will be selected each month to have tea with the Headteacher (hot chocolate, healthy snacks).	Once a month

### Sanctions

We believe that all pupils are capable of excellent behaviour. However, sometimes there will be situations where children misbehave. Therefore, we have stepped sanctions in place to respond to demonstrations of misbehaviour.

Sanctions serve two main purposes:

1. To make children understand that they matter, their actions matter because they have consequences and to encourage them to think about their behaviour and to change it in the future.
2. To ensure the community sees there are boundaries and consequences to misbehaviour.

Sanctions are effective when:

- They are immediate (set as soon after the behaviour as possible)
- They are certain to happen
- They involve some sort of action
- They are fair and consistent

Sanctions must not be severe or disproportionate. They must be proportionate to the misbehaviour they seek to redress and deter. Sanctions should be given professionally and focus on the behaviour shown rather than the pupil. Staff will use scripts when communicating sanctions to ensure consistency across the school.

Restorative conversations are not a sanction but are a conversation that takes place after a sanction. They are aimed at encouraging children to act responsibly, understand the consequences of their choices and help them to make better, more positive choices in the future.

				<b>Sanction</b>			
<b>Stage</b>	<b>Step</b>	<b>Example behaviour</b>	<b>Why?</b>	<b>How?</b>	<b>What? (Actions / Scripts)</b>	<b>Who?</b>	<b>When?</b>
1	Redirection	Low level disruptive behaviour which may include not following a routine, not listening to instructions, calling out, not following group work rules, interrupting and making rude noises.	To direct attention to the expected behaviour.	<p>Non-verbal redirection</p> <p>Positive group redirection, highlighting positive examples of behaviour in the classroom.</p> <p>Reminders for the whole group or class.</p>	<p>Hand gestures, eye contact, intentional break mid sentence.</p> <p>Use of the recognition board to highlight expected behaviours.</p> <p>Use of house points for <b>over and above</b> behaviour.</p> <p>Anonymous individual redirection: 'I need 2 more people to focus', 'Just waiting on two sets of eyes'. Everybody is writing. Just waiting for one person. We need one person ... and 100%."</p>	Adults in class / SMSA	Immediately
2	Correction	Repeated stage 1 behaviour.	To make the pupil aware of their behaviour and clearly	Verbal feedback linked to the school rules making it clear how the	Private individual correction:	Adults in class / SMSA	Immediately

			outline the consequences if they continue.	behaviour can be corrected.  A clear verbal description of the solution and purpose.	I've noticed that... You know the school rules: responsible, respectful, safe. Can you remember when I phoned home when you... and how that made you feel? I expect you to... Thank you for listening.  Quick public correction: 'Sally, I need your eyes', 'James, tracking, thank you'.  Personalised reminder: "Jack, one voice.		
3	Time out, miss playtime, log on CPOMS	Disrespectful behaviour which may include speaking in a disrespectful way to another child or adult, answering back, walking away from an adult when they are speaking to you or continuing Stage 2 behaviour.	To give the pupil a chance to reflect away from others.	Pupils will miss up to 10 minutes of playtime to catch up on work and complete a restorative conversation (if necessary).  Up to 5 minutes - repeated stage 1 and 2 behaviours.	I noticed you are... It was the rule about...that you broke... You have chosen to... Do you remember last week when you... That is who I need to see today... Thank you for listening.	Adults in year group / SMSA	At break or lunchtime

				<p>5 - 10 minutes - instant stage 3 behaviours.</p> <p>This could take place in the classroom or with an adult in the playground if they are on duty.</p>	<p>Restorative conversation if required.</p>		
4	<p>Time out (with SLT), phone home, log on CPOMS</p>	<p>Hurtful or dangerous behaviour which many include hitting or kicking another child, racist or homophobic name calling, swearing, spitting, fighting, stealing, threatening or continuing Stage 2 behaviour.</p>	<p>To give the pupil a chance to reflect away from others and to ensure other children are safe.</p>	<p>The pupil has time out with a member of the senior leadership team.</p>	<p>Member of SLT called (see shared timetable).</p> <p>Child removed from playground and may be removed from trips and other activities depending on the severity.</p> <p>Phone call home to discuss the incident.</p> <p>Completion of work and/or a restorative conversation.</p>	<p>SLT</p>	<p>Immediately / at next opportunity for playtime</p>
5	<p>Removed from class, meeting with parents/careers, log on CPOMS</p>	<p>Continued Stage 4 behaviour.</p>	<p>To ensure other children in class are safe and able to continue with their work.</p>	<p>The pupil has time out with a member of the senior leadership team and they may be excluded from the playground, trips and certain activities</p>		<p>SLT</p>	<p>Immediately / at next opportunity for playtime</p>

				depending on the severity. A meeting will be organised with parents/carers.			
6	Individual behaviour plan, log on CPOMS, meeting with parents/carers to introduce, timescale for monitoring and review set	Continued misbehaviour after a Stage 5 sanction.	To support the child's behaviour with specific strategies.	An individual behaviour plan will be drawn up. This may include a fixed term internal or external exclusion.  Fixed term exclusions will be followed up with a reintegration meeting with the child and parents/carers to agree the conditions for the return to class/school.	Individual behaviour plan.	SLT	Ongoing

Other consequences that may be put in place include:

- Limiting student access to extra-curricular clubs and extra-curricular school activities.
- Not allowing students to attend school trips and residential trips.
- Reduced timetables.