



Helsby Hillside Primary School

Behaviour Policy

Ready
Respectful Safe

Reviewed by	Adam Khan - Headteacher	05/01/23
Approved by	Teaching and Learning Committee	26/04/23
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Introduction

Helsby Hillside Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our guiding values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and children. Positive relationships underpin creating conditions where children and teachers can focus on learning. We strive to establish appropriate learning-focused relationships where expectations are set high and where everyone knows the routines and the boundaries.

Our Guiding Values

With kindness, respect and gratitude, together we aim high in all we do.

At Helsby Hillside, we expect everybody to model our core values of kindness, respect, gratitude and ambition. We believe that when all adults behave this way then children will also do the same.

Aims of the policy

- To create a culture of exceptionally good behaviour to support learning, friendships and effective communication.
- To ensure that all children are treated fairly, shown respect and to promote good relationships.
- To create a restorative culture where relationships are central to addressing behaviour.
- To praise excellent behaviour and address inappropriate conduct in a safe forum between adults and children (praise in public, correct in private).
- To help children take control over their behaviour and be responsible for the consequences.
- To build a community which values kindness, respect, care and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

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

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

Our Behaviour Policy is based on five core principles:

1. Calm, Consistent Adult Behaviour

At Helsby Hillside Primary School, we believe that calm and consistent adult behaviour is the foundation for effective behaviour management. See adult expectations below.

2. Relentless Routines

To achieve positive behaviour for learning, we have to teach children routines and expectations and keep reminding them so they begin to self-regulate. Routines are the cogs at the centre of all classroom practice. At Helsby Hillside Primary School, we recognise that where calm and consistent routines are established, children feel secure to take risks in their learning. We establish clear routines and expectations to ensure children know exactly what they should be doing. These routines include how we expect children to stop what they are doing and await an adult's next instruction, how to line up and how to move around school safely.

3. First Attention to Best Conduct

At Helsby Hillside Primary School, we catch children doing the right thing first before we deal with poor behaviour. We do this by using the following:

- Publicly praising those children doing the right thing
- Marbles in the Jar (KS1) leading to an end of term team reward
- Team points (KS2) leading to an end of term team reward
- Monthly Celebration Awards
- Where possible, positive communications home or verbal comments to parents at pick-up/ drop-off
- Recognition at parent meetings
- Notes/ postcards taken home for children who have gone 'over and above'
- Class recognition board

4. Scripting difficult conversations

Short concise conversations use carefully scripted language to support consistent behaviour management across the school. The idea is simple. It is carefully planned, predictable and a safe way to send a clear message to the child. It leaves the child reflecting on their conduct. At the pivotal point of behaviour management, it enables us to address difficult behaviour while leaving the relationship with the child perfectly intact.

5. A Restorative and Inclusive Approach

We have put the following in place to support the children:

- Restorative process that underpins our behaviour policy
- Calm spaces around the school that children can access
- A dedicated pastoral team and continuum of social, emotional, mental and health support
- ELSA support/interventions in small groups plus FSW interventions

As adults we aim to understand and support children in finding the solution and find a way to learn from their mistakes.

Our school rules are: Ready Respectful Safe

1. Expectations of ALL Adults

We expect every adult to: -

- Meet and greet at the door.
- Refer to the school rules in their approach to behaviour.
- Model positive behaviours and build relationships.
- Use a visible recognition mechanism throughout every lesson (eg, Recognition boards, marbles in the jar).
- Follow the Helsby Hillside blueprint for managing behaviour (provided to all staff to summarise approaches in the policy).
- Be calm and give reflection time when going through the steps. Prevent before sanctions.
- Restore the relationship with the learner, retain ownership and engage in reflective dialogue with children.
- Build positive relationships with parents.
- Have high expectations of all children with regard to behaviours for learning.
- Never ignore or walk past children who are making negative behaviour choices or struggling with their behaviour.
- Take ownership. We are all responsible for children's behaviour.
- Record and escalate behaviour incidents.

Senior leaders will

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children. Senior Leaders will:

- Meet and greet children at the beginning of the day.
- Be a visible presence around the site and especially at changeover time.
- Celebrate staff, leaders and children whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support all staff in managing children with more complex or entrenched behavioural difficulties.
- Use behaviour data to target and assess behaviour policy and practice.
- Regularly review provision for children who fall beyond the range of written policies (via inclusion team).
- Be a visible presence around the corridors and the site, particularly at times of transition.
- Support referrals to multi-agencies should there be a concern around behaviour.

Our school rules are: Ready Respectful Safe

6. Managing Behaviour

Engagement with learning is always our primary aim at Helsby Hillside Primary school. For the vast majority of our children, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Helsby Hillside praise the behaviour we want to see and do not focus on the undesirable behaviours. All children are given take up time in- between steps.

Children are held responsible for their behaviour. Staff at Helsby Hillside deal with behaviour without delegating. Staff use the steps below for dealing with poor conduct:

Steps	Actions	
Setting positive tone and expectations	Whole class praise for required behaviour 1 st attention to best conduct Positive reinforcement Ready Respectful Safe	Thank you for... Well done ... for... I can see you are ready for
Check in / Redirection	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, positive affirmation to children who have met the expectation. Positive reinforcement	<i>'Well done this table; you are listening and ready to learn.'</i> <i>'Jack I can see that you are ready to learn.'</i>
1.Caution	A reminder of our three simple rules: Ready, Respectful, Safe delivered privately. E.g Using Positive framing The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.	<i>I have noticed you are.....</i> <i>'Max, I'd need you to be looking this way and listening thanks.'</i>
2.Final Reminder	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. E.g. Using short concise script: If a child is struggling to regulate their behaviour at this stage, give them the option of a 5 minute time out (within classroom). It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. This should be recorded on CPOMS.	<i>I have noticed that you are...(talking, having trouble getting started, disturbing another child etc.) right now.</i> <i>At Hillside, we... (refer to the 3 school rules – ready, respectful and safe)</i> <i>Because of that, you need to... (state desirable behaviour)</i> <i>Do you remember yesterday/last week when you... (refer to previous positive behaviour)?.....That is who I need to see today...</i> <i>Max, you can either face forwards, concentrating on your work, or see me for 5 minutes after the lesson.</i>

		Thank you for listening... then give the child some 'take up' time.
3. Consequence given	Calmly state consequence: Walk away. Avoid engaging in any secondary behaviours. Limit further learning time being taken up. If a child continues to struggle to regulate their behaviour, they will have time out in a calm space away from the class (unless a behaviour plan specifies something different). - 5 mins for EYFS/KS1 - 10 mins for KS2 This should be recorded on CPOMS.	'Max, I've already given you your final reminder, I now need you to see me after the lesson.' (for a 5 minute restorative conversation).
4. Repair/Reflection meeting.	Restorative Practice: The restorative meeting should take place immediately after the lesson. If the child does not attend/ engage or the reconciliation is unsuccessful, the adult should call on an SLT member who will support the reparation process. Uncompleted work to be completed at break time or that evening, countersigned by parent and returned first thing. The latter is to help the child to understand that there are consequences and the responsibility for making up lost learning time is with them not the teacher.	5 questions is usually enough from the following: • What happened? • What were you thinking at the time? (removes blame or judgement) • What have you thought since? • How did this make people feel? • Who has been affected? (avoid asking why) • How have they been affected? (chance to consider empathy) • What should we do to put things right? • How can we do things differently in the future? • (Key questions in bold)
Recording patterns and communicating with parents	If a child has two or more incidents in a week requiring reflection (steps 3/4), a face-to-face meeting between the teacher and parents/carers will be arranged. Record the incident on CPOMS (secure online recording system). SLT member may be invited if deemed appropriate.	Children who regularly receive more than 2 reflections in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and member of SLT. The parent will be invited where deemed appropriate. A individual behaviour plan (IBP) will be made.

Serious Incidents:

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred *immediately* to the Headteacher or SLT as well as recorded on CPOMS.

Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- All physical violence

Restorative Practice

Helsby Hillside Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Recording:

All members of staff are trained to use CPOMS (secure online recording system) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption



Helsby Hillside Behaviour



Ready



Respectful



Safe

Visible Adult Consistencies

- Calm and caring.
- Meet and greet (children entering the classroom).
- Persistently praising best conduct.
- Never letting negative behaviour go unchallenged.
- Accompanying children during transitions.
- Praising in public (PIP)
Reminding in private (RIP)

Behaviour Management Steps

1. **Caution** (Reminder of the 3 rules)
2. **Final Reminder** (Outlining behaviour and consequences/ time out if needed)
3. **Issue consequence**
4. **Repair** (Restorative conversation and reflection after class)

Over and above recognition

- Publicly praising those children doing the right thing
- Marbles in the Jar (KS1) leading to an end of term team reward
- Team points (KS2) leading to an end of term team reward
- Monthly Celebration Awards
- Positive communications home
- Recognition at parent meetings
- Notes/ postcards taken home
- Class recognition board

Restorative Language

- *What happened?*
- *What were you feeling at the time? (removes blame or judgement)*
- *What have you felt since?*
- *How did this make people feel?*
- *Who has been affected? (avoid asking why)*
- *How have they been affected? (chance to consider empathy)*
- *What should we do to put things right?*
- *How can we do things differently in the future?*

Key phrases

- *I understand that you are ...*
- *I have noticed that you are...*
- *At Hillside, we follow ...*
- *Because of that, you need to...* (state desirable behaviour)
- *Thank you for listening...*