



BEHAVIOUR POLICY

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At Watton, we encourage and praise good behaviour. We aim to be transparent about:

- What good behaviour looks like
- The expectations we have for good behaviour and good choices at school

We encourage all our children to take responsibility for their own behaviour and support them by giving the resources and time to practice good behaviours as and when necessary. We also enable children to put mistakes right and support them to improve poor behaviour choices.

We have agreed, with the children, that good behaviour involves:

- Making good choices
- Being focused in class
- Treating everyone and everything with respect
- Sharing and being kind to others
- Being polite and having good manners
- Using kind hands and kind words
- Trying our best, having pride in what we do and having a Growth Mindset!

Our 3 key words that summarise this are:

KINDNESS, RESPECT AND PRIDE

We have clear rewards and sanctions linked to behaviour which encourage children to make the right choices and deter poor behaviour choices.

We aim to have a consistent and fair approach throughout the whole school.

1. REWARDS AND SANCTIONS

<p>Informal Rewards:</p> <ul style="list-style-type: none">• A nod, a smile, a thumbs up• A positive word• A sticker• Being first out to play/lunch• A positive comment on work• Sharing work with other staff• A name placed on 'star' or 'Wow!'	<p>Formal rewards:</p> <ul style="list-style-type: none">• Lunchtime award• Postcard home• Cloakroom award• Attendance award• Headteacher sticker• Good Citizen award• Golden time
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Classroom sanctions:

We need to ensure poor behaviour choices are not a barrier to learning. If children choose to misbehave, they know there will be a sanction that relates to the behaviour. We have discussed behaviours and have sorted them into three groups:

Low level Behaviour:	Including: chatting, calling out, swinging on chairs, wandering around classroom, talking when others are talking, fussing and fidgeting, making noises, interrupting/distracting others, making faces/gestures, tapping pencils.
Mid-level behaviour:	Including: repeating any of the above when asked not to, pushing/shoving, answering back/mumbling under breath, spoiling someone's work, name-calling, refusing to follow instructions, breaking/damaging property on purpose, throwing rubbers/ small objects, put-downs.
High Level Behaviour (these incidents must always be recorded):	Persisting in any of above (Mid) having been asked to stop, swearing, leaving classroom without permission, stealing, hitting/kicking/punching, fighting, throwing objects to hurt someone, racism, bullying.

There is a hierarchy of sanctions displayed in every classroom.

Systems to implement sanctions:

- Each class has a place on a board to keep track of warnings given
- Warnings are kept on board for a whole morning or a whole afternoon
- Each class has a 'Time Out' class to send children to, where a space is kept available for them to work and there is work already prepared
- Class teacher sends the child with a time out slip (orange time out slip is completed to give details of reason for time out), and a TA as an escort if appropriate
- Receiving teacher settles child but does not interact with them after that
- If child is disruptive in 'Time Out' class they are sent to member of SLT
- Class teacher keeps a record of children who are sent out
- Class teacher contacts parents if a child reaches stage 3 three or more times in a week and every time stage 4 or stage 5 is reached
- There is a standard phone call informing parents of children having a half or whole day internal exclusion

Monitoring:

- Lost Golden Time minutes, stages reached on the sanctions and rewards given are recorded by the class teacher in the class file
- All 'Time Out' forms will be completed and sent to the school office. Mrs Steward and/or Mrs Hussain to monitor reasons for time outs

2. STAGES SYSTEM FOR SANCTIONS

Stage	Sanction	Explanation
1	Verbal warning	Low level behaviour – pupil clearly told they have a warning
2	Move to sad face	Low level behaviour continued therefore placed on sad face
3	Move place in class	Repeated low level behaviour or one mid-level behaviour
4	Time out of class	Mid-level behaviour continued will lead to pupil being sent to 'Time Out' class for a set period of time (proportionate to age and reason)
5	Sent to phase group Leader	Returned from 'Time Out' and behaviour continues/no marked improvement
6	Sent to Headteacher or Deputy Headteacher – time out from class.	High level behaviour (e.g. endangering self or others) will lead to whole morning or whole afternoon out of class
7	Internal exclusion from class for whole day	Another high level behaviour within 2 days will lead to this sanction
8	External exclusion	Repeated high level behaviour or serious incident (decided on by the Leadership team). External exclusion can be for a fixed period or permanent (please see exclusion guidance)

We aim to resolve any possible concerns/issues at stage 1.

3. THE EARLY YEARS FOUNDATION STAGE

As for Early Years, both Nursery and Reception use the smiley face system but adapt it to make it slightly simpler and also make it age appropriate. In preschool, our staff manage behaviour through:

- Distraction
- Blowing bubbles to help children calm down (often with a timer to help children focus)
 - children are always with an adult for calming down time
- Parents are spoken to if these calming strategies are not effective

4. LUNCHTIME BEHAVIOUR

We have clear lunchtime rules which were agreed with the children. They are:

- Play safely and sensibly
- Stay outside and enjoy your playtime
- Kind hands and kind words
- Listen to all adults and prefects
- Only use designated toilets
- Stop on the first whistle
- Walk in the second whistle
- Line up quickly

5. BEHAVIOUR BEYOND THE SCHOOL GATES

We have high expectations for our children at all times. When children are taking part in school-related activities, travelling to and from school and/or are wearing school uniform, we remind children that they are representing the school and we do expect excellent behaviour.

Should there be any misbehaviour on such occasions outside of school, which could impact negatively on pupils in school or affect the school's reputation, then we will investigate this behaviour and work with parents to ensure an appropriate resolution.

6. HOW DO WE ENCOURAGE GOOD BEHAVIOUR?

Mindsets – Process praise

All staff should promote growth mindsets by using process praise ('Wow, that's a really good score. You must've tried really hard.') rather than intelligence praise. ('Wow, that's a really good score. You must be smart at this.')

We focus praise on the improvement / persistence / hard work

X – Change this praise	√ – To this praise
<ul style="list-style-type: none">- Look you got everything right. You are really good at Maths- You did that so quickly and easily. That's impressive!	<ul style="list-style-type: none">- You did that so quickly and easily. Let's try these.- That was really fast. Let's try this challenge...

A Positive Teaching Culture

School staff are committed to seeking to praise effort, achievement, kindness, respect for others and school procedure in lessons and other parts of the school day using a variety of different strategies.

Headteacher visits (3pm onwards)

Academic work, effort or behaviour of exceptional quality will be recognised by the Headteacher, who will award a special sticker for achievement.

House Points

All children are allocated a 'house' which they can collect house points for. There are 4 houses within the school. Siblings will be allocated the same house. These points will be awarded for good behaviour as well as academic achievements. The weekly winning house will be announced in our weekly Monday assemblies.

Individual Classroom Rewards

These will be awarded to individuals and groups of pupils and may be in the form of team points, Certificates or prizes.

Postcards

During the year all children will receive Watton postcards to recognise achievement and effort. These will be sent home to parents by class teachers. Teachers will monitor this to ensure this is consistent for all children.

Attendance Awards

The class with the best attendance in each Key Stage each week will get to keep the 'Attendance Cup' for that week. Individual pupils with 97%+ attendance will receive a certificate and pupils that get 100% attendance will also receive a pencil each half term. Those who achieve 100% attendance for the year will receive an additional certificate and a small prize.

Lunchtime Awards

Midday Supervisory Assistants (MSA's) can give out lunchtime purple forms to reward particularly good behaviour, helping others, setting a good example, etc. These will contribute to the weekly lunchtime award that is awarded in Friday assemblies. The winning classes can enjoy five minutes extra play.

Pegs of Pride

Every classroom has pegs of pride for all pupils. Pupils can select any work that they are proud of to be displayed on the pegs of pride.

Citizen weekly awards

Our Citizen targets will be celebrated in a weekly celebration assembly on a Friday. During the year children will have the opportunity to receive a certificate in this assembly for demonstrating how they have met a target set. Parents are welcome to attend all celebration assemblies.

7. SUPPORTING THE BEHAVIOUR POLICY

Butterfly club

- At lunch time, this club gives children the opportunity to play in a closely supervised environment
- Children are identified by class teachers and MSA's to attend this club
- A maximum of 25 children can attend this club

Reflection club

- This runs between 12.30 and 1.00pm each day
- Reflection club gives children the opportunity to have 'Time Out', reflect and discuss behaviour with a member of the Behaviour Team / SLT
- Children are identified by class teachers and MSA's to attend this club

Smiley face display / behaviour display

- Each class has a visual representation of warnings given
- Children's names are displayed on the happy face and can be moved to the 'star' and 'wow' area. Once at the wow they receive a house point reward. This starts fresh each session
- Each class has the stages of behaviour managements displayed alongside the descriptions of types of behaviours

Policy

- At least annually, a staff meeting will be held to discuss the working of the policy and the needs of individual or groups of children
- All staff will be 'Hertfordshire Steps' trained

Behaviour Team

- The school has a team of TAs who are trained to support staff with behaviour strategies and therapies. They provide behaviour interventions and support
- The Headteacher, Deputy Headteacher & Behaviour Team will make regular visits to classes, as well as the playgrounds and corridors to monitor behaviour and learning

Individual Risk Management / Behaviour plans

- Teachers will identify behaviour concerns to SLT / Behaviour Team
- Individual plans will be created for individual children and shared with parents
- If pupils display continuous disruptive behaviour, a multi-agency assessment will be considered
- We will act on advice from specialists

SEAL

SEAL (Social and Emotional Aspects of Learning) is part of our school curriculum which aims to develop children's emotional literacy. This in turn, will improve their relationships and learning.

High Expectations – THANK YOU

When giving instructions and direction staff will use positive reinforcement and by ending their direction with 'thank you' this will imply that the expectation is that this will be followed by the children. 'Remember to walk down the corridor, thank you!'

Golden Time:

Golden Time aims:

- to reward all children for good behaviour
- to motivate all children
- to develop a consistency of expectations across the school
- to ensure all those children who are always doing the right things are rewarded

What Golden Time looks like:

- It happens for 20 minutes on Friday afternoon
- Children enjoy pre-planned Golden Time activities
- All children start with 20 minutes and lose a minute every time they have a time out or above on the sanctions hierarchy
- Children who have lost minutes will sit and watch until their time is up
- Lost minutes will be marked up on a board, noted in the class file and cannot be retracted
- No child should be losing more than ten minutes – any child for whom this happens or becomes a frequent pattern should be discussed with phase group leader

8. MANAGEMENT OF INCIDENTS

There may be occasions, rather than issuing a fixed term exclusion, where the school will offer an internal exclusion. This will mean the child will come to school, but will not be with their peers for the duration of the exclusion. The child will be required to enter and leave the school via the front entrance and will work in a room away from their peers. The child will also remain inside during play times and lunch times.

However, if behaviour is believed to be of a serious nature (see below) a period of external exclusion may result (at the discretion of the Headteacher).

These could include:

- Verbal/physical behaviour
- Leaving the school site
- Physical violence towards persons or property
- Persistent bullying as evidenced by repeated recorded incidents
- Malicious allegations against another member of the school community (including staff)

These incidents will be recorded and a meeting with parents will be held to inform them of the incidents and arrangements.

9. MANAGEMENT OF ALLEGATIONS

If an allegation is made against a member of staff, this will be treated seriously and will be managed in line with national and county guidance. The headteacher will draw on advice in the 'Dealing with allegations of Abuse against teachers and other staff' guidance.

If a pupil makes an allegation towards any member of school staff, and it is proved to be malicious (deliberately invented), this may result in disciplinary action e.g. a permanent exclusion.

10. HERTFORDSHIRE STEPS

In 2016 all school staff were trained in the 'Hertfordshire Steps' approach to behaviour management. Hertfordshire Steps is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covers a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques. In line with the approach, staff agreed on a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example.
- Staff's role is to help children and always try to reduce conflict, not do anything that may escalate it
- The importance of using a calm stance and de-escalation script * in a conflict situation
- 'Recovery time' should be given for the child to calm down after an incident, after which time there should be a de-brief, usually carried out by someone not involved in the incident.
- A risk management plan should be completed for any child for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, others or property
- The importance of recording incidents and the harm caused by them

* De-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script is:

1. Child's name
2. I can see something has happened
3. I'm here to help
4. Talk and I'll listen
5. Come with me and

It is important that all staff use the same script, although it can be in a different order. The De-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calm down.

11. PHYSICAL CONTACT

At our school, we believe it is important that we are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that staff have undertaken the Hertfordshire Steps training to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

We may choose to hold children for a variety of reasons, but in general terms we would normally do so for the child's comfort. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing, etc.

The Watton Hug

At this school, we encourage staff that are using touch for comfort to use a 'Watton hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.

12. USE OF FORCE

At Watton, our policy is to avoid the use of force unless absolutely necessary.

However, all members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

In addition to the general power to use reasonable force, the headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, inappropriate images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

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