

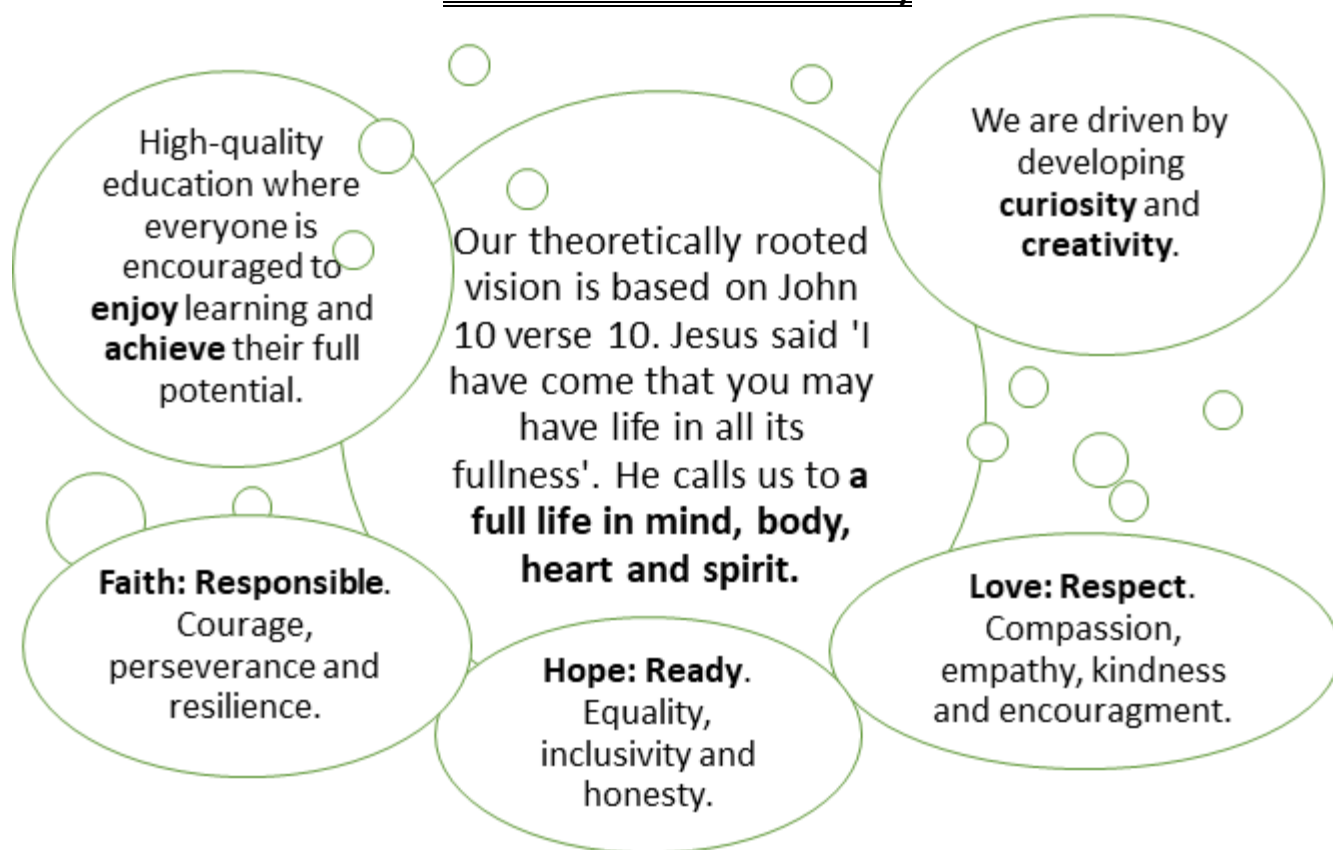


New Hinksey C.E. Primary School

Living life in all its fullness.

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Our Whole School Behaviour Policy



Intent:

- We have high expectations of our children in their learning and behaviour
- Everyone should behave with respect and courtesy to everyone else in the school community and beyond
- We have clear strategies and procedures that are known to all that enhance good behaviour
- Our school to be a happy and safe place for all
- We encourage independence
- We have clear communication
- We develop sharing and caring relationships
- We are safe

Our clear intention is that we are all working together and we all abide by these rules. We all share them and work hard to achieve them. We understand that behaviour is a communication and we need to support children to make the right choices or find the root cause of their difficulties.

Our School Rules

We are respectful
We are ready
We are responsible

Our three rules encompass many areas of school life, our behaviours include but are not limited to-

Be respectful:	Be ready:	Be responsible:
Look after property, resources and equipment Listen to each other Try to understand other peoples point of view Put things back where they belong Be kind, polite and friendly to each other Encourage each other to work hard, try new things and push through difficulties Never use language that is abusive, sexist or racist. Smile or say hello to people	Follow the instructions Put your best effort into tasks Bring in what you need to school Practise your learning at home Don't waste time Tell the truth Include everyone who wants to be included Hold open doors for people	Be safe Take charge of your own learning Keep trying and ask for help, just don't give up Look after each other Keep the school tidy and welcoming Think about your words and actions Ask for help Never bully

Implementation

We use positive reminders and reinforcement to encourage our school rules:

We choose the rule that suits the behaviour we are trying to praise/correct:

“**Ready?** That's brilliant lining up!”

“Thank you for being **respectful** and letting the younger children go first.”

“Remember we are **responsible**, we can't push people.”

“Remember we are **ready**, line up quickly.”

“We are **responsible** for our toys, make sure the ball doesn't get kicked into the garden.”

Are there any consequences?

Consequences are both positive and negative. Our consequences are reasonable, relatable and respectful for both positive and negative behaviours.

To reinforce and praise abiding by our school rules, we offer a number of positive consequences for good choices. These are some of the positive consequences, which include but are not limited to:

- Puffins and Owls –collect "ticks" towards a prize.
- House point token

- Marble jars for a class treat
- Stickers.
- Star certificates
- Telling parents
- Showing work to other staff
- Sharing good news
- Extra playtime

Corrective consequences

1. The simple response to a behaviour mistake made is to remind the child verbally that they are breaking a rule and you expect them to stop.
2. If the child chooses to ignore you and they continue to break that rule, their consequence is that they miss 5 minutes of their playtime (wait against the wall). Or if they have chosen to not complete some work as they were reminded, they would complete the work at playtime.
3. If the child has 3 incidences of 5 minute consequences, we put in an "educational consequence" reflection session which will last all break time.

Swearing, fighting or abusive language is an instant 5 minutes against the wall (at adult discretion if it is thought that this was something the child did not do deliberately). This is to make sure that we are not teaching children that it is ok to hit once before you get a consequence. This is reported on CPOMS for the attention of the Headteacher.

Educational Consequences

Educational Consequences – (help the child learn) is an activity to help the child learn what they needed to do in that situation and what they can do if it happens again. This might be watching an educational video, talking through the situation with an adult or completing a reflection activity. It may involve completing work that could have been finished in the time given. It may involve having a restorative conversation with another child, supported by an adult or recording a report of daily behaviours. This is reported on CPOMS for the attention of the Headteacher.

Protective Consequences

Protective consequences – (protect the child from getting into difficulty), if there is a high chance that there will be a mistake made, we protect the child from making the mistake. We explain carefully why the consequence is in place and offer an exit strategy. For example, if a child is repeatedly talking in assembly, their protective consequence is to sit in a specific place in assembly. This is to protect them from getting in to trouble if they are tempted to chat. The exit strategy may be that after a certain amount of assemblies where there is no talking out of turn, they may choose where to sit again. Another example would be to play on a different playground or to have indoor playtime. This is reported on CPOMS for the attention of the Headteacher.

Parents and Families

Pupils and Staff are expected to follow the school rules of being respectful, being ready and being responsible. We ask that our parents and carers also consider these in their interactions with the school and their children.

The behaviour policy works best if parents and carers expect their children to follow school rules and support the staff in reinforcing consequences. Parents and carers could reinforce that receiving rewards and certificates is something to be celebrated and encourage their child to maintain that behaviour. Equally, we expect that parents reinforce that they do not wish their children to repeat behaviour mistakes.

We will not necessarily inform parents of every behaviour mistake a child makes, but will do so if we consider it serious enough or if there appears to be a pattern emerging.

We strongly urge parent to ask for all the details about an event before coming to a conclusion about what has happened. There are always two sides (or more) to a story. Very often, a child will complain to their parents that “nobody did anything”. When in fact action was taken, the child just was not told about it.

Special Educational Needs, Adverse Childhood Experiences and extenuating circumstances

We encourage everyone to achieve their full potential. Some children have particular emotional or behavioural needs that means their behaviour may look different to others. With compassion and understanding we support that child with strategies to regulate their behaviour. Individual children may require special assessment and programmes. In these cases the child may receive support from our Emotional Literacy Support Assistant (ELSA) or we may receive support from outside agencies - eg an Educational Psychologist and Behaviour Support. Reasonable adjustments are made to the expectations of and consequences for that child in order for them to succeed. See our SEND policy and Mental Health Policy for more details.

Suspension and Exclusion

We follow the guidance: *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023*

“This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school”. DfE 2023

Evaluation and Monitoring

How will we know it's working?

- Analysis of incident data in the behavioural tracking system CPOMs
- Observations of behaviour by Leadership Team, School Advisors and Governor Monitoring Visits
- Analysis of survey data from parents and staff
- Anecdotal evidence from staff and/or children (pupil voice)

Our policy and practice is regularly reviewed by staff as well as Governors.

Date: reviewed: January 2024