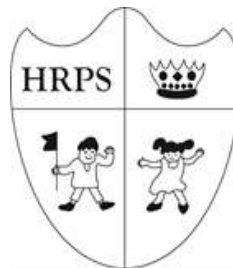


Houghton Regis Primary School

Behaviour Management Policy

2024-2025



Approved Date: January 2025

Review Date: September 2025

At Houghton Regis Primary School, we believe that every individual, every achievement and every moment matters. Houghton Regis Primary School aims to ensure exemplary behavior and respect at all times between all children. We recognise that behaviour is a form of communication and that children's emotional health and well-being are necessary workings of appropriate behaviour. If the children feel heard, valued, respected and safe and if they love learning, they feel part of the community and incidents of poor behavior are rare. Due to this, we believe these considerations are the foundation of our Behaviour Policy.

- Classroom environments are calm and secure places
- Pupils of our school feel valued and safe and can learn without disruption
- Safe spaces provide a quiet area for children who are dysregulated
- All incidents of inappropriate behaviour or bullying are dealt with immediately
- Pupils have a clear understanding of how their actions affect others
- Children realise that they will be taken seriously and have their time to explain and be heard
- The school curriculum provides a real understanding of different cultures and beliefs tackling issues through PSHE, RE and assemblies
- The school community are encouraged to report poor behaviour

Our vision and aims

1. We think before we act
2. We make good choices
3. We try our best
4. We keep ourselves and others safe
5. We look after our own and school's property
6. We have good manners
7. We are respectful to everyone we come into contact with
8. We are polite
9. We respect other peoples opinions, culture and beliefs
10. We learn from our mistakes

Positive Behaviour Strategies

1. Be respectful to all peers and adults
2. When lining up do so sensibly and quietly
3. Move quietly around the school
4. Work without distracting others
5. Keeps all area of the school tidy
6. Use good manners
7. Respect the belongings of others
8. Play safely and fairly making sure no one is left out
9. Have high expectations of yourself and your work
10. Try your best in everything, even when you find it challenging

Monitoring and Reporting

All behaviour is recorded onto CPOMS and monitored by staff. This helps us to recognise patterns of behaviour and put support in place where needed. In some cases, parents may be called in to discuss a matter further. CPOMS are looked at daily and staff will meet to agree actions and next steps to address the concerns of logged behaviour.

Parental Support

At Houghton Regis Primary School, we believe that parental support is essential in securing high standards of behaviour. We aim to work closely with parents to agree behaviour aims to improve children's behaviour both at school and at home. Parents are involved as soon as a concern arises. A discussion will take place where strategies to improve behaviour are agreed upon together. This may include an individual behaviour plan, behaviour chart or mentoring.

Sometimes parents may have a concern about how other children are behaving towards their child. Staff are always available to listen to parents and will ensure action is taken immediately to resolve the issue. Under no circumstances must parents act against another child or parent, either physically or verbally. In every instance, parents and carers must direct their concern to the relevant member of staff.

Responsibilities of parents are:

- To show, by their own example, that they support the school in what it tries to do
- To make sure that their children come to school regularly, on time, refreshed, alert, appropriately dressed and ready to participate fully in a school day
- To take an active and supportive interest in their children's work and progress
- To support the authority and discipline of the school, helping their children to achieve maturity, self-discipline and self-control
- To control the development of their children's use of leisure time activities and entertainments
- To encourage the development of respect, politeness and good manners by emphasising and reinforcing the schools values
- To encourage commitment and responsibility in all that their children do

Mentoring and Pastoral care

Staff in school regularly mentor children who need extra support to make the correct choices. They may become involved through:

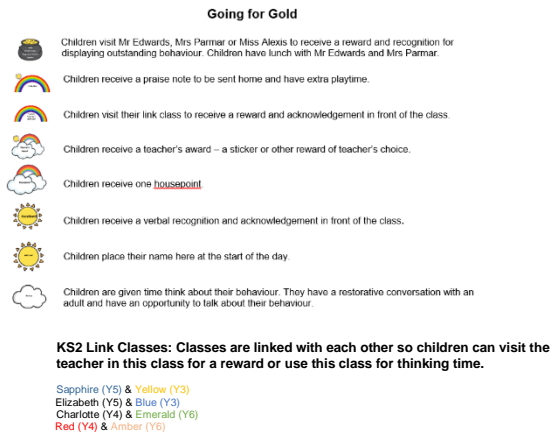
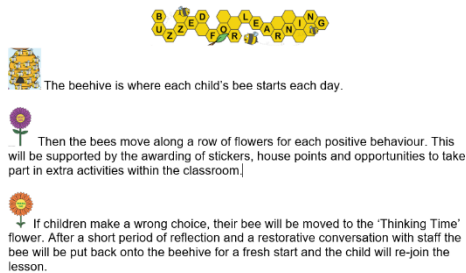
- Friendship issues
- Child request
- Parent/carer request
- Behaviour concerns

All of our mentoring programs are planned for the individuals needs. Some mentoring sessions may include: an informal conversation, playing games, participating in PE activities, creating art work, sharing strategies for social skills and emotional regulation activities. Mentoring sessions are logged and monitored to measure the impact of the session. Occasionally, the school may feel that the children will benefit from an outside agency or an alternative provision to support their behaviour. In these instances, parents will be contacted to discuss this further.

Incentives and rewards

As a school, we encourage children to make the right choices. We use incentives and rewards to consistently promote good behaviour throughout the school to raise self-esteem and celebrate outstanding work.

We do this by using a behaviour system in Early Years and Key Stage 1 called 'Buzzed for Learning'. In Key Stage 2, we use 'Going for Gold'. These give children a visual reminder of their behaviour and also allows pupils opportunities to earn rewards throughout the day.



We use a housepoint system where the children are allocated to a house. These are: **Buckingham Palace**, **Balmoral**, **Windsor** or **Sandringham**. Children can receive housepoints for being polite, using their manners, working hard in class and fulfilling the school values. Children can earn the following certificates:

- Bronze certificate – 40 housepoints
- Silver – 80 housepoints
- Gold – 120 housepoints
- Special award – 200 housepoints

Housepoints are collected each week by year 6 prefects and are shared in our celebration assemblies on a Friday. During our celebration assemblies, we will notify children of the best attendance. Attendance data is collected throughout the week and the class with the highest attendance will receive a reward.

Special Recognition

If children impress their teacher or teaching assistants with excellent effort, behaviour or work in lessons then they may be asked to show their work to the Senior Leadership Team as a celebration.

Guiding Principles

There may be some children who need some support to adjust to school life. These children are supported through mentoring, consistent expectations and where necessary, individual behaviour plans are put in place. Our principles are:

- Everyone makes mistakes and everyone deserves a chance to make it right
- Disapproval is directed at the behaviour and not the child
- Children are reminded of consequences and given the opportunity to put things right
- Every day is a fresh start
- Accountability, restorative conversation and reflection are our guiding principles

Adults support children to make the right choices by:

- Providing interesting and engaging learning opportunities
- Provide appropriately challenging learning opportunities
- Giving clear instructions and explanations
- Praising positive behaviour choices
- Rewarding good behaviour choices
- Adapting the learning environment where necessary
- Clarifying behaviour details to support reflection
- Communicating openly and honestly with parents and carers in a timely manner

Senior Leadership will support the children by:

- Supporting with serious behaviour incidents
- Providing advice and support as needed for class teachers and support staff
- Communicating regularly with class teachers about behaviour concerns
- Communicating with parents and carers where necessary

Positive Handling

A pupil may need positive handling to ensure their own safety and/or the safety of others. Such handling will be carried out by an appropriate trained member of staff using reasonable force if required, and parents will be informed immediately, in line with Department of Education Guidance (2013).

'Reasonable' means using more force than necessary. 'Reasonable force' covers a broad range of actions involving a degree of physical contact to control or restrain children for their or others' safety. This may include:

- Passive physical contact, such as standing between children or blocking a child's path
- Active physical contact such as leading a child by the arm out of the classroom
- Breaking up a fight by separating children
- Restraining a child to prevent violence to self, others or property

Before using reasonable force, staff members consider the risk carefully and conduct a dynamic risk assessment to ensure the most appropriate course of action. Our priority is always the safety of all concerned. After an event of positive handling, children debrief and reflect with a member of staff on the reasons for the strategy to support their re-integration and emotional well-being.

Serious, persistent challenging behaviour

Serious, persistent challenging behaviour will trigger an initial meeting between parents and either the class teacher or phase leader. Any such meeting is seen as a supportive measure to enable the child to improve their behaviour as quickly as possible.

Independent Behaviour Chart

In class, the children will follow the behaviour charts where they will receive ample opportunity to be rewarded for positive behaviour and rectify poor choices. To support children to improve consistent low level behaviour, independent behaviour charts are sometimes introduced. A child who has a personal behaviour chart meets with a phase leader or a member of the pastoral team several times a day, to reflect on their behaviour choices. This provides extra opportunities for children to reflect on their choices and discuss how they are feeling. It is also a fantastic opportunity to reward all the positive choices that they have made that day.

Internal Suspension

An internal suspension may be deemed necessary if a child has behaved inappropriately within school or on an educational visit. Internal suspensions are designed to safeguard other children where necessary and to offer the child an opportunity to reflect in a safe environment. An internal suspension demonstrates that as a school, we feel it appropriate that the child is not with their class or teacher for a period of time. Instead, they complete their work in another class outside of their year group or in a quiet room and spend playtimes and lunchtimes reflecting with a member of the senior leadership team or the phase leader.

Fixed Term Suspension

Fixed term suspensions may be considered if a situation is deemed sufficiently serious. Fixed term suspensions are issued by the Headteacher but are discussed with all the appropriate staff members involved to ensure a fair and balanced viewpoint. In the event of a fixed term suspension being issued, a re-integration meeting involving parents will be held to discuss and agree targets for the child. Fixed term suspensions may be issued for:

- Physical violence to pupils or staff
- Property damage
- Significant inappropriate behaviour
- Inappropriate behaviour during educational visits or extra-curricular activities

Permanent Exclusions

A permanent exclusion from school may be considered, in line with statutory guidance, in extreme circumstances or significant breaches of the school's behaviour policy. Consideration would be made whether allowing the child to remain in school would significantly harm or risk harming the education or welfare of the children or others in the school. Extreme circumstances may include:

- Serious bullying incidents
- Bringing a weapon to school
- Significant violence towards children or staff
- Persistent and repeated violence towards others and/or property
- Repeatedly and persistently refusing to follow the instructions of staff
- Repeated persistent behaviour which put themselves at harm or risk of harm

Positive conduct to and from school in the local community

We have the same high expectations of children's behaviour outside of school as we do on the school site. Sanctions may be applied where a pupil misbehaves off-site when representing the school when, for example:

- taking part in any school – organised or school related activity (e.g. educational visits)
- travelling to and from school
- wearing school uniform
- in any way identifiable to our school

Sanctions can also be applied where a pupil has misbehaved off-site at any time whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of school
- poses a threat to another child or member of the public
- could adversely affect the reputation of the school

Sanctions will be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. educational visit).

Chart of staff managing behaviour

Class Teacher	-low level classroom behaviour – reminders given/ work in a parallel classroom/ non-engagement in tasks / work to be completed before play time Playtime- low level behaviour – miss playtimes Parents informed
Phase Leader	Persistent low level behaviour- work in link class / non-engagement in tasks/ incident disrupting learning in class / physical altercation /miss playtimes and lunchtimes liaise with parents
Behaviour Lead	Continued disruption in class despite teacher and phase leader intervention / Play time – behaviour escalating and ongoing / meeting with parents / consequences could possibly lead to time out of class
Members of the Senior Leadership Team	
Assistant Headteacher	Continued disruption in class despite teacher, phase lead and behaviour lead intervention / Play time behaviour escalating and ongoing serious incidents / behaviour outside of school including social media / Meeting with parents/consequences could possibly lead to internal suspension
Deputy Headteacher	Serious behaviour incident / behaviour outside of school/ meeting with parents / Possible consequences could lead to fixed term suspension
Headteacher	Serious behaviour incident / behaviour outside of school / meetings with parents and outside agencies if needed / possible consequences could lead to permanent exclusion