HOWE GREEN HOUSE
BISHOP'S STORTFORD

BUILDING BETTER BEHAVIOUR POLICY

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This policy is endorsed by	Governing Board and the Co-Headteachers
This policy is owned by	The Co-Headteachers
Review Body	Education Committee

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To be made available	YES
To be on website	YES
Internal staff only	NO
Internal students only	NO
Internal staff and students	YES

BUILDING BETTER BEHAVIOUR POLICY

HOWE GREEN HOUSE SCHOOL

This Policy also includes the Early Years Foundation Stage and Before and After School Provision

Statement of Intent
The staff and governors of Howe Green House School believe that we should provide a caring, positive, safe and stimulating environment, which promotes the intellectual, social, physical and moral development of the individual child.

Named persons responsible for behaviour management within the EYFS: Julie Sellears and Claire Hughes

Aims
At Howe Green House School, we believe in creating a positive culture that actively promotes and reinforces excellent behaviour. We have high expectations of all children and a whole school approach to ensure that all pupils have the opportunity to learn in a calm, safe and supportive environment. Children are applauded for each small step taken by any child toward better behaviour.

Many children come to school, behaving well and able to conform to the expectations which underpin the successful running of the school day. It is important that these children are encouraged and have their good behaviour celebrated and affirmed. It is inevitable that some children will be unable to cope with the social demands made on them by school and such children need calm and consistent handling

The school makes use of restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination of any kind.

Behavioural Expectations
All expectations in behaviour need to be discussed constantly and revisited by the class teacher many times, especially as new children begin school. Older children will often become good role models for the younger children and are expected to pass on good habits and help their younger counterparts.

School Rules
The Howe Green House School rules are the '5 Be Values' listed below. They are applied to all aspects of Howe Green House life and if the children follow them they keep the school a safe and happy place for everybody.

- **Be** kind
- **Be** welcoming
- **Be** respectful
- **Be** honest
- **Be** a good role model

Class Rules
Each class is expected to have its own class rules that the children have created with their teacher and are clearly understood by the members of the class. These rules are produced at the beginning of each year and are reviewed and revisited regularly throughout the year. A copy of a set of class rules is displayed prominently in every classroom.
Class rules must relate to:-

*Behaviour around the classroom and to each pupil
*Care of equipment

Every day equipment must be checked and put away with care, as we believe that children who do not learn to respect and care for things in school will not be able to extend respect and care to others or to themselves.

Rewards
Praise and recognition are given to all pupils who are working or behaving positively. Pupils' achievements and efforts are recognised throughout the day by staff and more formally in assemblies and our weekly newsletter.

Reward	Awarded	Award
House Points	On a daily basis and are the most common form of rewarding the pupils. House point charts are kept in each classroom. Points may be awarded by any member of staff. Every House point contributes towards the overall House competition. Year 6 pupils collect the scores each week and the winning House is announced in the final assembly of each term. House points are awarded for… - Good behaviour by following the rules - Excellent attitude to learning - Demonstrating positive characteristics/values. For example, resilience, respect, inclusion, independence, responsibility or integrity	Given in assembly for the following levels for each child 75 House Points = Bronze Star Badge 150 House Points = Silver Star Badge 250 House Points = Gold Star Badge
Credits	On a weekly basis by teachers. Credits are awarded for… - Excellent level achieved in behaviour, attitude to learning, progress, attainment in lessons or characteristics/values demonstrated	Certificate given in assembly
Sport and Performing Arts Commendation	On a weekly basis by the sport, music and drama teachers. Sport and Performing Arts Commendations are awarded for… - Excellent progress, achievement or attitude in the co-curricular - Demonstrating positive characteristics/values in the co-curricular. For example, resilience, respect, inclusion, independence, responsibility or integrity	Certificate given in assembly
Co-Headteachers' Commendation	On a weekly basis by one of the Co-Headteachers. Co-Headteachers' Commendations are awarded for… - Outstanding academic or co-curricular progress - Outstanding personal development or contribution to the community	Certificate given in assembly

Other Awards Given

- Accelerated Reader Awards when milestones are reached.
- Lexia awards when achieved in class.
- End of term awards.
- Sporting half and full colours awarded for their contribution to the different sports in school.
- Speech day prizes are awarded at the end of the year on Speech Day.

Positive Behaviour

- Good work or behaviour is recognised through the house point system, and when points are given they will be recorded in each classroom (single points will be awarded to pupils for good work or behaviour and double points may be given for outstanding work or behaviour).

- Appropriate behaviour may also be rewarded with praise, positive parent contact or class rewards e.g. choosing / golden time.

- The school utilises 'restorative practice' when dealing with behavioural issues, which keeps the needs of any 'victims' at the heart of explorations and resolution of incidents.

- The school has adopted the 'Zones of Regulation' approach, which aims to help children identify their emotional state, and gives them tools to self-regulate and adapt their mindsets to help them cope in difficult times. All teachers and TA's have been trained in this approach and parents are informed of how the system works and what they can do at home to support & utilise this method.

- For low level behaviour concerns, staff use the strategy of Reminder-Warning-Action. It is expected that low-level behaviour concerns are dealt with before an action is required; however, if they are not and for more serious behaviour incidents the following actions (sanctions) are implemented.

Actions (sanctions)

In order to achieve fairness and consistency, a progressive scale of actions is used to help staff distinguish between different levels of behaviour. Staff acknowledge that their response should be swift and they must have confidence in their own judgement and discretion in enforcing the appropriate sanction. Sanctions will always be accompanied by appropriate support, guidance and education in order to help the pupil learn from mistakes and avoid future behaviour incidents.

Level	Behaviour	Action
Level 1 All staff members	For example, - A child not improving their behaviour following a reminder and warning. - An unkind act to another. - Not following the school, playground or class rules.	Time out, restorative conversation/action and a reflective discussion with the child on how to improve their behaviour. - This could be over a very short period of time during a lesson or break, or may need longer depending on the behaviour and the restorative and reflective conversations/actions. - It could also include an apology letter or other restorative practice.

		- Teachers and learning assistants should communicate any breaches in behaviour at this level to the child's form tutor and log it on CPOMS depending on the severity of the incident or if behaviours are being repeated. - Communication with parents in person, by email or telephone should take place depending on the severity of the incident or if behaviours are being repeated. - In the rare circumstances when a member of staff feels the need to remove a pupil from the classroom, they should be taken to a member of the Leadership Team.
Level 2 Senior Leadership Team	- Continuing not to improve behaviour following actions at Level 1. - More serious breaches of the school, playground or class rules and behavioural concerns, for example bullying or physical or psychological damage to another child.	The same as level 1 with a time out, restorative conversation/action and a reflective discussion with the child on how to improve their behaviour, but could also include… - Removal from class or removal from the playground - Missing longer periods of playtimes/ lunchtimes - Meeting with parents - Behavioural plan To be recorded on CPOMS and communicated with parent in person, by email or telephone. Co-Headteachers to be made aware.
Level 3 Co-Headteachers	- An unacceptable number of behaviour incidents and a failure to improve behaviour following actions at Level 1 and 2. - A major breach of the school, playground or class rules and serious behavioural concerns, for example bullying or physical or psychological damage to another child.	The same as Level 2 but with escalated actions. A Co-Headteacher will decide on the action after discussion with the Form Tutor and any other members of staff involved. The Head of Pastoral and Wellbeing, or another member of the Leadership Team when unavailable, will write to the parents explaining the actions. This will be recorded on CPOMS.
Level 4 Co-Headteachers	- Serious behaviour breaches.	Behaviour at Level 4 will be decided upon by the Co-Headteachers.

		An action at this level could be complete break and lunchtime exclusion, fixed-term or permanent exclusion (see separate policy on exclusion). Should a child face a temporary exclusion, they will be supported upon their return to the school, including a pastoral meeting with a Co-Headteacher and / or a meeting with the Head of Pastoral and Wellbeing on the morning of their first day back to school, with strategies put in place to help them achieve success moving forward.

***If children have been impacted significantly by the behaviour of others, they will be offered pastoral support to help them move forward in a healthy way, focusing on repairing their confidence. Restorative practice is often used in these situations.**

Protected characteristics:
Offences involving protected characteristics are likely to result in higher level sanctions and will be recorded under that heading in the Co-Headteachers' behavioural log.

Dealing with Difficult Behaviour
Inevitably there will be some children, who because of difficulties they have faced prior to school admission, will need particular help and especially careful handling. Teachers must enlist support from at least one other colleague if a child is proving particularly difficult to handle. The Leadership Team is available to support teachers when existing systems do not bring enough progress and improvement.

Attempts should be made to clearly acknowledge the level at which the child is operating and develop expectations and activities appropriately. The SENCO and Leadership Team are always willing to support enhanced programmes of work.

Staff record behaviour issues which are giving concern in the classroom on CPOMS. Often a pattern will emerge or a series of relatively minor incidents combine to give major concern. In such circumstances it is essential to have accurate records as it is impossible to remember things accurately after the event.

A referral to a Co-Headteacher will usually result in a dialogue with parents. Subsequent referral to Child and Family Therapy is possible. Often difficult behaviour within school is symptomatic of behavioural difficulties or related challenges at home and outside school.

At all times when dealing with challenging behaviour, staff will remain calm and will focus on a productive and supportive way forward. Children will not be berated publicly, and any discussions about behaviour will be conducted in a collaborative way that does not make a child feel shamed or embarrassed.

Howe Green House School has never, and would never, engage in or threaten corporal punishment. Such a strategy would not only be unlawful, but would be completely counter-cultural to our child-centred approach to behaviour management.

Roles and Responsibilities

Expectation of Adults

We expect every adult to:

- Refer to the school rules in their conversations with children particularly when behaviour incidents occur
- Never walk past or ignore pupils who are failing to meet expectations
- Use **Reminder-Warning-Action** for low level behaviour issues
- Follow up all behaviour issues including having restorative and reflective conversations
- Communicate behaviour incidents to form tutors, the leadership team and parents as appropriate
- Model good behaviour and reward children for adhering to the school rules
- Develop positive relationships with all pupils, so behaviour issues can be dealt with effectively

Expectation of the Leadership Team

The Leadership Team are not expected to deal with behaviour referrals in isolation. If called upon they are there to support colleagues, guide, model and show a unified consistency to the pupils. However, there may be times with more serious behaviour issues where they assume the responsibility in dealing with the incident.

The Leadership Team are expected to follow the expectations of all adults as above but also:

- Be a visible presence around school
- Encourage the use of rewards for positive behaviour
- Support behaviour management strategies and development in staff through staff meetings and identification of training courses
- To support teachers in managing pupils with more complex or challenging behaviour
- Ensure consistent application of this policy
- Know which children are consistently meeting expectations and those that are not
- Liaise with the SENCO regarding behavioural expectations for children with additional needs
- Provide new staff with a clear induction to ensure they understand the school's behavioural culture, its rules and routines
- Build positive relationships with parents to ensure difficult behaviours are being dealt with through a collaborative approach at school and at home

Expectation of the Co-Headteachers

Being the ultimate authority in school it is possible that there may very occasionally be a confrontation with a child. They, or a member of the Leadership Team will always stay with a child in a crisis situation and will only return the child to the class when this has been resolved somehow, and when the child can see a way forward.

The Co-Headteachers are expected to follow the expectations of all adults and the Leadership Team as above but also:

- Celebrate staff and leaders whose effort goes over and above expectations
- Ensure staff training needs are identified and met, as well as offer support and guidance to all staff
- To support the Leadership Team in managing learners with more complex or difficult behaviours
- Use behaviour data to target and assess the effectiveness of the behaviour policy and practice

Expectation of the Governing Body

The Governing Body is responsible for:

- Reviewing and approving the Behaviour Policy
- Monitoring the policy's effectiveness
- Holding the Co-Headteachers to account for its implementation

Expectation of Parents/Carers

Our aim is to work in a collaborative and productive way with the children, staff and parents to achieve positive outcomes. To facilitate this, we ask that parents are supportive of the school's ethos and approach when dealing with what can be an emotionally charged area of school life. We expect parents to inform the school of any behavioural incidents they become aware of and then let the school deal with them appropriately.

Bullying

The school is absolutely committed to treating any incidences of bullying with great seriousness. Bullying tends to manifest as part of a larger picture of problem behaviour.

Although there is no legal definition of bullying, the school recognises the government's definition of bullying as behaviour which is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messaging)

In the case of bullying, the child who is being bullied undoubtedly needs help, support and counselling, however first the bullying must be stopped in the interests of the child/children.

Similarly, a child who is bullying needs support and understanding, and a benevolent approach is employed with the aim of helping them achieve the expected level of behaviour.

Restorative practice is a particularly powerful tool in incidents of bullying or unkindness, which can be employed to help arrest and resolve difficult friendship or bullying issues.

Children are encouraged to write to their teacher or another member of staff if they find it difficult to talk to anyone.

Any requests from a parent, child or staff member to investigate bullying are treated very seriously and acted upon immediately. Bullying incidents are recorded and held by the Co-Headteachers.

The procedures outlined below, for Little Oaks Nursery, should be read in conjunction with this policy.

Little Oaks Nursery - Achieving Positive Behaviour

Procedural Statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

At the core of this policy is the belief that everyone is valued and respected. We want all members of our community to enjoy relationships based on mutual respect, co-operation and safety.

Aims

As a nursery, we believe in the promotion of positive behaviour for learning, and our aims are:

• To provide children and adults with a caring, stimulating and safe environment in which they can learn and work

• To promote clear and consistent expectations and high standards for behaviour and learning

• To value all members of our school community

• To work with all parents/carers to support children's learning and development

• To develop an ethos of mutual respect throughout the nursery

• To provide an environment where the diversity of social and cultural backgrounds within the nursery are valued, respected and celebrated

• To listen to and respect the views of both children and adults within the community

• To ensure that rules, sanctions and rewards are applied justly and fairly

Procedures

We have named Julie Sellears and Claire Hughes, as having overall responsibility of our programme for supporting personal, social and emotional development, including issues concerning behaviour.

We require the named persons to:

- Keep themselves up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.

- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.

- Ensure staff receive relevant training on promoting positive behaviour.

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We familiarise new staff and volunteers with the setting's building better behaviour policy and its guidelines for behaviour.

We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by our Early Years staff. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Values

Our values are central to all that we do and should be reflected across the nursery. Our nursery values are as follows:

- **Honesty**
- **Kindness**
- **Happiness**
- **Responsibility**
- **Respect**

Teaching the values throughout the curriculum ensures that all children understand and know how to be a foundation stage learner.

In the nursery, lots of age appropriate work is completed on self-regulation, understanding own emotions, beginning to develop empathy with others, problem solving on how to manage a situation and how to manage feelings through the daily use of our 'Colour Monster' jars and Zones of Regulation.

Consequences

For handling any reoccurring concern, we use positive strategies such as the ABC (Antecedents, behaviours and consequences). We would observe the possible trigger, what the behaviour looked like and the consequence of the behaviour.

Depending on the consequence an age appropriate strategy would be applied:

- Reflection time with sand timer.
- Acknowledgement of feelings and ownership of actions - child led.
- Positive reinforcement with incentives: sticker charts, wow vouchers and certificates.
- Liaise with parents as to the strategies appropriate for each individual child.

Where this does not work we use the Code of Practice to support the child and family making appropriate referrals to a behaviour support team where necessary.

Little Oaks Nursery - Procedures on Biting

Biting can be an uncomfortable subject for parents of both the biter and the child who is bitten. This policy explains how we deal with biting in the Nursery. Please do discuss any concerns you may have regarding this issue with Mrs Sellears or Mrs Hughes. If your child is known to bite we would prefer to know in advance.

Children bite for a variety of reasons. This may be because they are teething, frustrated, exploring using their mouth, asserting their independence and wanting to gain control, maybe of a toy or they could be stressed. It may also be because they want to gain attention.

The Nursery/Key worker will work with you and your child to establish when and why they are biting. We will observe the child closely to see if certain conditions or situations trigger the behaviour and then work with them to try and avoid the incidents occurring. This may involve altering the child's routine, giving them more one to one attention, purchasing additional resources so sharing is not such a major issue or if it is because a child is teething provide suitable teething resources.

We will ensure that if a child is bitten that they are comforted and given lots of attention. We will ensure that any first aid is applied correctly if required and the incident will be recorded in our record book and parents asked to sign it.

If your child bites, then we will remove them from the situation. we will explain to them, according to their age and understanding that biting is unacceptable behaviour. For a younger child this may be by the tone of voice and facial expressions of the adult dealing with it, rather than lots of words. It may be necessary for staff to exclude the child from an activity and use 'time out' until they are calm enough to return. We will also encourage the child to apologise to the child they have bitten and work with them to develop strategies to help them deal with the reasons.

Many children go through a stage of biting, so we encourage parents not to be alarmed as it doesn't last forever.

This policy is in conjunction with the main school "Building Better Behaviour Policy" and "Anti-Bullying Policy".

This is held in the school office for parents to view or is available on the school's website.

Policy Review

This policy will be reviewed as changes occur in school and behaviour management will need regular adjustment and constant re-evaluation.

However, if these are adjusted the basis principles will remain the same. Children have a right to know where the boundaries lie in terms of acceptable behaviour and a right for teachers to take a stand.

Monitoring and Reviewing

To ensure our procedures remain effective they will be reviewed on a regular basis.

This policy should be read in conjunction with the school's:

- Physical Restraint and Intervention Policy.
- Exclusion, Removal and Review Policy

Signed: Paul Bailey and Anna Lipani

Co-Headteachers

Next Review: September 2027

Reviewed by the Education Committee

Signed: Mary Sanders

Chair of Education Committee

Date: September 2025