



# HEADLEY PARK

PRIMARY SCHOOL

## Behaviour Curriculum

### Aims

'Good behaviour is the core mission for every school, whatever age or stage. Get behaviour right and everything else is possible. It is the beginning of safety, equity, dignity, curriculum, opportunity and learning...'

Source: Tom Bennett

At Headley Park we aim to make it easy for our pupils to behave by teaching explicitly the behaviours we expect. Effective behaviour management requires a shared understanding of expectations between pupils and staff, and a consistent approach by adults who are relentlessly bothered about establishing excellent behaviour.

At Headley Park we aim to:

- Create a culture of exceptionally good behaviour and to eliminate disruptive behaviour in order to maximise time in class spent on teaching and learning.
- Embed the four school habits: be ambitious, responsible, respectful, safe.
- Enable teachers to deliver excellent, engaging lessons, experiment and take risks, without concern for behavioural consequences.
- Encourage students to take responsibility for their own choices and be responsible for the consequences of their actions.
- Ensure that all individuals at Headley Park are treated fairly and shown respect.
- Provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour.
- Provide a clear and comprehensive rationale for parents and carers, so that they support and reinforce the policy in and out of school.
- **Ensure that excellent behaviour is a minimum expectation for all.**

### Intent

#### Headley Park Behaviour Principles

At Headley Park we 'make it easy to behave and hard not to' through:

- Having clear and concise rules, routines, rewards and sanctions that everyone follows;
- Teaching, not telling, children how to behave;
- Ensuring all adults are calm, consistent and fair in their response to behaviour;
- Focusing explicitly on positive behaviour: recognising, describing and explaining what we

- want to see; and
- Adapting our approaches, where needed, for specific pupils with additional needs.

## Implementation

### Roles and responsibilities

All staff, every day will:

- Act in a calm, consistent manner.
- Meet and greet on the playground.
- Refer to 'ambitious, responsible, respectful and safe' in all conversations about behaviour.
- Give their first attention to best conduct.
- Be deliberately bothered, showing they know the children, value them and that they believe the children matter.
- Share responsibility for whole school behaviour and offer support for colleagues.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of pupils.
- Apply the rules, routines, rewards and sanctions policy consistently.
- Follow up on misbehaviour as soon as possible.
- Use scripts consistently.
- Refer to the behaviour policy when discussing behaviour with parents and carers.
- Give every child a fresh start each day.

Senior leaders will:

- Lead by example.
- Review the policy regularly.
- Monitor whole school and classroom routines.
- Remind staff and pupils of the expectations of the policy.
- Identify opportunities throughout the year to engage explicitly with the parent and carer community around behaviour.

### Headley Park Habits

There are 4 school rules at Headley Park, which we refer to as the 'Headley Park Habits'.

- Be ambitious
- Be responsible
- Be respectful
- Be safe

Our staff are skilled in behaviour management, and teach these habits in a positive and encouraging way. Children are taught the habits from Nursery upwards. At the start of each term, every class completes a lesson on the habits, why they are important and what they look like. Children see the habits displayed in each class and around the school. They encounter them in assemblies each week and are reminded of them when adults are supporting behaviour in class and on the playground.

See the table below for further details of the Headley Park habits.

### School Routines

There are a range of routines that are used across the school in order to support children in following the school rules.

Routines are important so that:

- Everyone knows what to expect
- There is consistency for staff and pupils
- Behaviour can be preempted
- High expectations are demonstrated
- Pupils learn good habits
- Pupils' working memory is freed up to focus on thinking and learning
- Time and thinking space is freed up for better things
- It is **easier** for pupils to decide how to behave

Staff practise these routines until everyone can do them and reinforce, maintain and revisit them on a regular basis.

See the table below for further details of the Headley Park routines.

### **Rewards and consequences**

Staff are proactive in ensuring pupils are thinking about and reminded of their behaviour when it is going right. All children are capable of behaving well.

### **Praise and Rewards**

We believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement and that excellence should be rewarded. At Headley Park we use a combination of verbal praise and extrinsic rewards to show that pupils matter: they are valued, recognised and noticed.

Praise is given:

- When someone has acted in a way we want them to repeat.
- When someone has done something we want to normalise.
- When someone has acted as an example we want others to aspire to.
- When someone who normally struggles does something good for them.
- When someone looks like they need a pick up.
- For something extraordinary (which may also be linked to a recognition board or house point).

Praise is effective when it is:

- Sincere (the pupil needs to believe it)
- Proportionate (not everything is perfect, good is good)
- Targeted (given for specific actions with a clear explanation and description as to why it has been given)

Rewards serve the following purposes:

1. To recognise and reinforce expected behaviour.
2. To celebrate examples of **over and above** behaviour.
3. To motivate others to change their behaviour.

Rewards are effective when they are connected to a specific behaviour.

See the table below for further detail.

### **Sanctions**

We believe that all pupils are capable of excellent behaviour. However, sometimes there will be situations where children misbehave. Therefore, we have stepped sanctions in place to respond to demonstrations of misbehaviour.

Sanctions serve two main purposes:

1. To make children understand that they matter, their actions matter because they have consequences and to encourage them to think about their behaviour and to change it in the future.
2. To ensure the community sees there are boundaries and consequences to misbehaviour.

Sanctions are effective when:

- They are immediate (set as soon after the behaviour as possible)
- They are certain to happen
- They involve some sort of action
- They are fair and consistent

Sanctions must **not** be severe or disproportionate. They must be proportionate to the misbehaviour they seek to redress and deter. Sanctions should be given professionally and focus on the behaviour shown rather than the pupil. Staff will use scripts when communicating sanctions to ensure consistency across the school.

Restorative conversations are not a sanction but are a conversation that takes place after a sanction. They are aimed at encouraging children to act responsibly, understand the consequences of their choices and help them to make better, more positive choices in the future.

Other consequences that may be put in place include:

- Limiting student access to extracurricular clubs and extracurricular school activities.
- Not allowing students to attend school trips and residential trips.

### **Primary behaviours**

When giving sanctions and explaining the reasons for them to children, adults focus on the primary behaviour that led to the sanction. Any secondary behaviours can be followed up during a restorative conversation.

For example: A child may be given a time out in another classroom for repeatedly low level behaviours. On the way out of the classroom they knock a chair over. The time out remains in place for the primary repeated low level behaviour. Once the child returns to class, an adult would have a restorative conversation focused on the primary behaviour and may decide it is appropriate to unpick the secondary behaviour briefly (*e.g. I noticed you were frustrated with the choice you made to repeatedly call out because you knocked the chair over on your way out. You know that is not a safe choice but thank you for coming back in safely for this discussion about the reason for the time out*).

### **HPPS response to specific behaviour issues**

Most behaviour issues can be responded to by following the rewards and sanctions steps in the table below. However, there are some examples of specific behaviour that will result in a different or more immediate response. This includes:

- Child on child sexual violence or harrasment
  - Any reports of sexual violence or harrasment between children should be immediately reported to a member of the safeguarding team.
- Online behaviour incidents

- While online behaviour incidents mostly occur out of school, the impact of these incidents can be felt back in the classroom.
- Incidents should be investigated initially by the class teacher and passed to a member of the safeguarding team once more information has been identified.
- Bullying
  - The HPPS anti-bullying approach should be followed.

Impact
<p><b>Monitoring</b> We have a behaviour team made up of support staff, teachers and leaders who monitor the behaviour procedures and provide feedback to staff.</p> <p>Staff completing learning walks will identify examples of best practice and share these with staff as necessary.</p> <p><b>School Council</b> Our School Council meets to discuss behaviour across the school on a regular basis.</p>

Headley Park Habits	
Be Ambitious	
<b>Why</b>	Ambition is a crucial life skill. It helps us go further in our hobbies, education, jobs and life. An ambitious attitude can lead anyone to achieve anything they set their mind to and can help people overcome challenges.
<b>What this looks like</b>	Being ambitious is about aiming high, giving 100% and having a strong determination to succeed. At school this includes: <ul style="list-style-type: none"> <li>● Knowing what you want to achieve / setting goals</li> <li>● Focusing on the work or activity you are doing and not getting distracted</li> <li>● Taking risks</li> <li>● Making mistakes and learning from them</li> <li>● Talking with people who are different from you and learning new ways of thinking</li> <li>● Competing against yourself and not comparing yourself to others</li> <li>● Keeping going when things might be challenging</li> <li>● Pushing yourself</li> </ul>
<b>Exceptions</b>	NA
<b>Key stories</b>	tbc
Be Responsible	

<b>Why</b>	People who are responsible are more likely to succeed in school, in the workplace and in the wider world. If we do what we say we will do and accept that our choices and actions have results then people will trust us.
<b>What this looks like</b>	Being responsible is about doing what we are supposed to do and owning our actions. In school this includes: <ul style="list-style-type: none"> <li>● Coming to school with a positive attitude</li> <li>● Paying attention to what is important (our learning) and staying on task</li> <li>● Admitting our mistakes and realising when we are wrong (no excuses)</li> <li>● Taking steps to change something we don't like (rather than complaining)</li> <li>● Being prepared for school, including having: <ul style="list-style-type: none"> <li>○ a reading book</li> <li>○ a reading journal</li> <li>○ homework</li> <li>○ the correct uniform</li> </ul> </li> <li>● Being calm and attentive</li> <li>● Asking an adult for support (if needed, once other strategies have been used)</li> <li>● Being at the right place at the right time, including being on time for school</li> <li>● Going to the toilet during break and lunchtimes</li> </ul>
<b>Exceptions</b>	<ul style="list-style-type: none"> <li>● A child who has a severe family situation may not be ready to learn.</li> <li>● Specific children with SEND who may require support or scaffolding.</li> </ul>
<b>Key stories</b>	tbc
<b>Be Respectful</b>	
<b>Why</b>	Everyone is a valued member of the school community and therefore everyone should be treated the same no matter their race, religion, gender, sexuality or disability. People who give respect <i>to</i> others get respect <i>from</i> others.
<b>What this looks like</b>	Being respectful is about caring for and valuing people, things and differences. In school this includes: <ul style="list-style-type: none"> <li>● Listening carefully when other people speak</li> <li>● Following adult instructions</li> <li>● Showing manners (please, thank you, eating with manners in the lunch hall, holding doors for other people)</li> <li>● Looking after the school environment and property</li> <li>● Speaking to other people at a volume that can be heard, looking at the speaker, using their name</li> <li>● Taking turns, cooperating and sharing with other children</li> </ul>

	<ul style="list-style-type: none"> <li>Looking out for each other (finding an adult if someone needs help, asking other children if they would like to play, involving others in games)</li> <li>Thinking about what you are going to say and using kind, positive language</li> </ul>
<b>Exceptions</b>	<ul style="list-style-type: none"> <li>Specific children with SEND who may require support or scaffolding</li> </ul>
<b>Key stories</b>	tbc
<b>Be Safe</b>	
<b>Why</b>	Being safe is important so that we don't hurt ourselves or each other. When we are safe we can relax, feel good about ourselves and enjoy our lives.
<b>What this looks like</b>	<p>Being safe is following the rules that we know are there for our safety and looking after ourselves and each other both physically and mentally.</p> <p>In school this includes:</p> <ul style="list-style-type: none"> <li>Keeping your hands and feet to yourself / kind hands and feet</li> <li>Using equipment for what it is designed for</li> <li>Sitting where you are asked to in class</li> <li>Telling an adult if there is a problem with another child</li> <li>Moving around the school in a calm and quiet manner (register order, single file, facing forwards with a voice that only someone very close to you would hear).</li> </ul>
<b>Exceptions</b>	NA
<b>Key stories</b>	tbc

<b>Headley Park Routines</b>	
<b>SLANT</b>	
<b>Why</b>	In order to maximise learning, children must pay attention in class. There are 5 key behaviours for learning that should be demonstrated.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>Sit up.</li> <li>Lean forward.</li> <li>Ask and answer questions.</li> <li>Nod your head.</li> <li>Track the speaker.</li> </ol>

<b>Exceptions</b>	There may be specific children with ASD who will not respond to being tracked or tracking.
<b>Tracking</b>	
<b>Why</b>	Everyone has a voice and valuable opinion, everyone matters.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Adult says 'tracking' and names the person who should be tracked ('me' if the adult is the one to be tracked).</li> <li>2. Children turn to face the person speaking.</li> <li>3. Children make regular eye contact.</li> </ol>
<b>Exceptions</b>	Certain children with ASD. Certain children who are particularly shy (perhaps due to a situation/experience in life) should be given a hand signal to be able to not be tracked.
<b>Signal for Silence</b>	
<b>Why</b>	In order to listen carefully and before transition times, it is important that everyone is silent so everyone knows the expectations.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Adult raises hand.</li> <li>2. Children stop their conversations (voices off, hands free).</li> <li>3. Children raise their hand.</li> <li>4. Adult gives non-verbal praise to children doing the right thing (e.g. thumbs up).</li> <li>5. Children track the teacher.</li> </ol>
<b>Exceptions</b>	In EYFS and the hall at lunchtime singing for attention or the use of a sound to gain attention to be used at the same time as a hand up.
<b>Tight Transitions</b>	
<b>Why</b>	Transition times (moving to another space in the classroom, transitioning to break, lunch or assembly) are pinch points for low level disruption. Having a clear approach will ensure lining up to move around the school is quick, calm and quiet.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Adult uses Signal for Silence routine (voices away, hands free). Wait for 100%.</li> <li>2. Adult to show 'one' by holding 1 finger up - children are 'hands free', continue to track the adult.</li> <li>3. Adult to show 'two' by holding 2 fingers up - children stand up and tuck chairs in (if they have them), continue to track the adult.</li> <li>4. Adult to show 'three' by holding 3 fingers up - children move into the line (register order) and continue to track the adult.</li> </ol>
<b>Exceptions</b>	Moving from one small group to another small group may not



	require a tight transition.
<b>Super Walking</b>	
<b>Why</b>	Moving around the school must be calm and quiet to ensure children are aware of where they are going and so that other people at the school are not disrupted by the movement.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Adult to follow Tight Transitions routine.</li> <li>2. Children line up in register order.</li> <li>3. Adult leads the line.</li> <li>4. Everyone walks in single file (one behind the other).</li> <li>5. Everyone keeps to the left.</li> <li>6. Calm and quiet (hands by your sides, a whisper).</li> </ol>
<b>Exceptions</b>	Sometimes small groups will be out of class.
<b>Entering and Exiting Assembly</b>	
<b>Why</b>	Assembly time is a quiet time for discussion and reflection. Multiple year groups entering the hall at the same time means that we all have to take responsibility for each other and keep people safe.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Children enter in lines Super Walking.</li> <li>2. Children all <b>stand</b> in a row tracking the adult until the whole class has entered.</li> <li>3. Adult uses a non-verbal signal (hand palm down, swipe down) and the class sit down.</li> <li>4. Children track the adult leading assembly.</li> <li>5. Children sit with crossed legs, calm and quiet (hands in laps, whisper).</li> <li>6. Timetabled adults to stay in assembly, sit facing the children, not the front, modelling expectations and supporting behaviour.</li> </ol>
<b>Exceptions</b>	

**Praise and Rewards**

<b>Praise/Reward</b>	<b>Example behaviour</b>	<b>Why?</b>	<b>What? (Actions / Scripts)</b>	<b>When?</b>
Immediate verbal praise	Expected behaviours linked to the school rules (see above).	Personal recognition to reinforce expected positive behaviour.	Verbal praise should be clearly explained and linked to the positive behaviour that is hoped to be reinforced. 'Well done to this table who I can see have chairs tucked in and are tracking me'	Daily
Recognition board	Expected behaviours linked to the school rules (see above).	Public display of pupils demonstrating behaviours in the classroom.	A board in each classroom is used to catch and recognise pupils demonstrating the right behaviours. The behaviour being focused on should be set either daily or weekly and should be linked to the habits. Names are not removed from the board (sanction steps are followed privately where possible and the name on the board supports the reminder of the behaviour the pupil can demonstrate). Pupils can nominate each other to be put on the board. The board is reset daily/weekly.	Daily

House points	Consistent, maintained examples of expected behaviour linked to the school rules in one session or across sessions.	<i>Community</i> reward for <b>over and above</b> expected behaviour and learning.	House points should be given one at a time (no multiple points given), linked to a specific behaviour or piece of learning and clearly explained.  They are collected in class using tick lists displayed somewhere in the classroom and collated weekly by Year 6 children. At the end of every two terms the house with the most points receives a reward.	Daily
Postcards home	Consistent, maintained examples of expected behaviour linked to the school rules in one session or across sessions. This includes behaviour in which the child not only makes the right choices in their own behaviour but also supports the behaviour or well-being of others in the process.	Personal reward for <b>over and above</b> expected behaviour and learning.	A member of staff can choose to write a postcard home for a child who shows <b>above and beyond</b> expected behaviour. This should have a clear explanation and description of the behaviour (linked to the school rules).	Daily
Praise assemblies	Specific examples of behaviour and learning from across the week that link specifically to the Headley Park habits.	Public recognition of children who demonstrate and 'live' the HPPS habits.	We are Headley Park award given each week by the adults in each class.	Weekly (Friday)

Always Tea	Consistent, maintained examples of expected behaviour linked to the school rules over weeks.	Recognition for those children who <b>always</b> make the right choice.	One child from each class will be selected each term to have tea with the Headteacher (hot chocolate, healthy snacks).	Once a term
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## Sanctions

### Changes in 2022-23

The behaviour working party reviewed SWOT feedback from staff and have revised the sanction steps in order to:

1. Reduce workload around recording on CPOMS (timeouts no longer need to be recorded)
2. Empower staff within year groups to manage continued low level behaviour (with an additional step before SLT are involved)
3. Clarify that sanctions are given for **primary behaviours**

Stage	Step	Example behaviour	Why?	How?	What? (Actions / Scripts)	Who?	When?
1	Redirection	<p>Low level disruptive behaviour which may include:</p> <ul style="list-style-type: none"> <li>● not following a routine</li> <li>● not listening to instructions</li> <li>● calling out</li> <li>● not following group work rules</li> <li>● interrupting and making rude noises.</li> </ul>	To direct attention to the expected behaviour.	<p>Non-verbal redirection</p> <p>Positive group redirection, highlighting positive examples of behaviour in the classroom.</p> <p>Reminders for the whole group or class.</p>	<p>Hand gestures, eye contact, intentional break mid sentence.</p> <p>Use of the recognition board to highlight expected behaviours.</p> <p>Use of house points for <b>over and above</b> behaviour.</p> <p>Anonymous individual redirection: 'I need 2 more people to focus', 'Just waiting on two sets of eyes'.</p> <p>Everybody is writing. Just waiting for one person. We need one person ... and 100%."</p>	Adults in class / SMSA	Immediately

2	Correction	Repeated low level behaviour (see stage 1)	To make the pupil aware of their behaviour and clearly outline the consequences if they continue.	<p>Verbal feedback linked to the school rules making it clear how the behaviour can be corrected.</p> <p>A clear verbal description of the solution and purpose.</p>	<p>Private individual Correction: I've noticed that... You know the school rules: responsible, respectful, safe. Can you remember when I phoned home when you... and how that made you feel? I expect you to... Thank you for listening.</p> <p>Quick public correction: 'Sally, I need your eyes', 'James, tracking, thank you'.</p> <p>Personalised reminder: "Jack, one voice.</p>	Adults in class / SMSA	Immediately
3	Time out	<p>Repeated low level behaviour (see stage 1) after redirection and correction.</p> <p><b>OR</b></p> <p>Disrespectful or irresponsible behaviour which may include:</p> <ul style="list-style-type: none"> <li>● speaking in a</li> </ul>	To give the pupil a chance to reflect away from others.	<p>Pupils will miss <b>at least 5 minutes</b> of playtime after the rest of the class have left to catch up on work and complete a restorative conversation (if necessary).</p> <p>This could take place in</p>	<p><b><i>No need to log timeouts on CPOMS</i></b></p> <p>Script used: I noticed you are... It was the rule about... that you broke... You have chosen to... Do you remember last week when you... That is</p>	Adults in year group / SMSA	At break or lunchtime

		<p>disrespectful way to another child or adult</p> <ul style="list-style-type: none"> <li>● answering back</li> <li>● walking away from an adult when they are speaking to you</li> </ul>		<p>the classroom or with an adult in the playground if they are on duty.</p>	<p>who I need to see today... Thank you for listening.</p> <p>Restorative conversation if required.</p>		
4	<p>Time out in another classroom <i>(or in another zone at lunchtime)</i></p>	<p>Repeated low level behaviour (stage 1) <b>after</b> timeout is given. <b>OR</b> Repeated disrespectful or irresponsible behaviour (stage 3) <b>after</b> a timeout is given.</p>	<p>To give the pupil a chance to complete work away from the classroom.</p> <p><i>To give the pupil a chance to reflect away from their year group at lunchtime.</i></p>	<p>The pupil will go to their partner classroom to complete the piece of work they are engaged in.</p> <p>For children with an IBP, the IBP will state where they will be sent (e.g. to the phase leader).</p> <p><i>At lunchtime the child will be asked to go to another zone to have a <b>5-minute</b> timeout with another member of lunchtime staff.</i></p>	<p><b>Log incident on CPOMS</b></p> <p>Script used: I noticed you are <b>still...</b>It was the...<b>habit X</b> that you are continuing not to show. Therefore you have chosen to <b>spend time in another classroom to complete your work...</b> Do you remember last week when you... That is who I need to see today... Thank you for listening.</p> <p>Restorative conversation if</p>	<p>Adults in year group (not always appropriate in EYFS)</p>	<p>During lesson time</p>

					required.		
5	Time out SLT / Call for SLT	<p>Repeated low level behaviour (stage 1) <b>after</b> timeout in another classroom</p> <p><b>OR</b></p> <p>Repeated disrespectful or irresponsible behaviour (stage 3) <b>after</b> a timeout in another classroom is given.</p> <p><b>OR</b></p> <p>Harmful or dangerous behaviour which may include:</p> <ul style="list-style-type: none"> <li>● Child on child (hitting or kicking another child)</li> <li>● Racist, homophobic language</li> <li>● swearing (if repeated)</li> <li>● spitting</li> <li>● fighting</li> <li>● stealing</li> <li>● threatening</li> </ul>	To give the pupil a chance to reflect away from others and to ensure other children are safe.	The pupil has time out with a member of the senior leadership team.	<p>Member of SLT called (see shared timetable).</p> <p><b>Log incident on CPOMS.</b></p> <p>Child removed from the playground and may be removed from trips and other activities depending on the severity.</p> <p>Phone call home to discuss the incident.</p> <p>Completion of work and/or a restorative conversation.</p>	SLT	Immediately or at next playtime opportunity



6	Internal suspension with SLT	Continued disrespectful or irresponsible behaviour (stage 3) <b>after</b> a SLT timeout has been given <b>OR</b> Continued harmful or dangerous behaviour <b>OR</b> Harmful behaviour towards an adult	To ensure other Children and staff in class are safe and able to continue with work.	The pupil spends time out of class completing their work with a member of the senior leadership team and they may be suspended from the playground, trips and certain activities depending on the severity.  Team Teach trained staff will use positive handling techniques <b>if reasonable, proportionate and necessary</b> (e.g. if there is a danger to the child or other children).	Staff log on CPOMS.  Teacher to provide work for the child to complete for a set amount of time (decided by SLT).  SLT organise a meeting with parents/carers.	SLT	Immediately
7	Individual behaviour plan	Continued misbehaviour after an internal suspension.	To support the child's behaviour with specific strategies.	An individual behaviour plan will be drawn up. This may include an external suspension.  External suspensions will be followed up with a reintegration meeting with the child and parents/carers to	Individual behaviour plan.	SLT	Ongoing

				agree the conditions for the return to class/school.			
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