

Core Values

- **Respect**
- **Responsibility**
- **Resilience**

We want every child to:

Be respectful so they care about themselves, others and their environment.

Be responsible so they make good choices, take accountability for their actions and become good citizens.

Be resilient so they overcome challenges to become independent and confident learners.



Behaviour at Haydon Wick

Rewards

Verbal praise
House points
Values leaves, lead learner.
Wow moment Dojo messages home
Certificates from the Head Teacher
Show work to another adult/ Head
Be invited to Hot Chocolate Friday
Class Recognition Board
Stickers
Class rewards

Visible Consistencies

- Staff meet and greet children in the mornings.
- Staff accompany children to the playground at playtimes and the end of the day. At playtimes, there must be an adult on duty before children are left.
- Class Recognition Board in each classroom that link to our School Values.
- Staff notice and respond to good behaviour exhibited by children from across the school.
- Staff intervene whenever incidents occur – following Restorative Approaches where possible.
- All staff challenge children who are not keeping school rules in a non-confrontational way—using key phrases as needed.

Behaviour must be taught as children will not know instinctively how to behave.

Be mindful of what you accept as 'normal' in your classroom. If you allow children to call out and accept their answers, then this is deemed as 'ok'.

Use the recognition board to teach appropriate positive behaviours.

Sanctions

Before going on to the "ladder", the teacher will give you a look or a sign.

If you continue to break school rules...

1. **Redirection**— You will be encouraged into the right direction.
2. **Reminder**— You will be reminded of the rule you have broken.
3. **Caution**— You will receive a verbal caution, this is the last chance to show you can change your behaviour.
4. **Time out** — You will be moved in class to reflect away from others.
5. **Repair**— You will discuss your behaviour with your class teacher and consider how best to repair the problem behaviour. E.g. complete missed work during own time, apologise to those that have been affected, decide what you need to stop / start doing.

If you are sent out of your classroom repeatedly, your teacher will speak to your parents.

If your behaviour does not improve you will discuss this with Mrs Kent, Ms Osbourne, Miss Lawro or Mrs Rushen-Gough.

Repeated classroom disruption may result in a behaviour plan.

If a child's behaviour warrants or they do not complete work that has been set, the work may be completed for a short period of the child's own time i.e. at break or lunchtime.

Restorative Talk/Key Phrases

- What has happened from your point of view?
- What were you thinking / feeling at this time?
- Who else has been affected by this?
- What do you need right now?
- What can you do / can be done to put things right?
- I've noticed that.....
- I need you to..... Thank you.