



Hounslow Town Primary School Values and Expectations Policy

Approved by: Full Governing Body **Date:** April 2023

Last reviewed on: April 2023

Next review due by: April 2026

Roles and responsibilities

All staff and governors will:

- Treat all children fairly and equally, irrespective of gender, race, ability, belief or culture
- Have high expectations of behaviour
- Be responsible for following the policy and ensure procedures are followed
- Demonstrate and model professional behaviour and model the values of a Hounslow Town Adult
- Work alongside parents and communicate achievements and unexpected behaviour
- Be alert to signs of bullying and racial harassment and deal firmly with such problems, in line with school policies

Teachers will:

- Recognise and celebrate children demonstrating the school's values and expectations
- Use the flow chart of choices when dealing with unexpected behaviour
- Ensure children ask permission before leaving the room
- Follow the agreed year group protocol for allowing pupils to the toilet
- Ensure high expectations are reinforced in all areas of the school and school trips

Pupils will:

- Be expected to take responsibility for their own behaviour at all times including online
- Be expected to wear the correct school uniform/PE kit daily
- Sign the home school agreement
- Create and follow their class charter
- Model the characteristics of a Hounslow Town child

Parents will:

- Ensure their children are wearing the correct school uniform/PE and have the necessary equipment for school daily
- Model high standards of behaviour

- Work in collaboration with the school to maintain high expectations of behaviour
- Sign the home school agreement

Aims

We to maintain a well-ordered atmosphere in which young people and adults feel included, can work responsibly and purposefully together and treat each other with care and respect regardless of disability, gender, orientation, race and cultural background in the spirit of our key principles -To inspire, to encourage, to learn and to achieve. We are very proud to uphold and model the articles from United Nations Convention on the Rights of the Child.

Reinforcing the school's values and expectations may include:

- Positive praise
- Dojo points
- Table points
- Table trophies
- A collective class goal such as a marble jar
- A visual ladder where children's names can move up
- Stickers
- Merits
- Merit certificate
- Star of the week
- Half-termly achiever

Unexpected behaviour (include zones of regulation)

Supporting students with Additional Needs. Staff will consistently and fairly promote our Values and Expectations for all students, and where possible anticipate likely triggers of unexpected behaviour, and provide additional support where needed to prevent these, ensuring students can achieve and learn as well as possible. We adopt a whole school approach to meeting the needs of students with SEND, so that they can feel they belong and our Values and Expectations are maintained. We will consider whether a student's SEND has contributed to the unexpected behaviour (not every incident of unexpected behaviour will be connected to their SEND). Staff will always seek to try and understand the underlying causes of behaviour and whether additional support is needed. The Special Education Needs Co-ordinator (SENDCo) is Ms R Howard.

At Hounslow Town we encourage children to manage their own behaviour using the **Zones of Regulation**.

Zones of Regulation is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorised into four coloured zones. Children who are well regulated are able to be in the appropriate zone at the appropriate time. This approach develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. Children in the Green Zone are ready to learn.

The ZONES of Regulation

			
<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

Flow chart of choices

Disruption to teaching and learning will not be tolerated. The below “chances” stages should be used to restore expected standards of student conduct.

- Teachers must provide students with choices and consequences in private.
- Apply choices and consequences in a calm, clear and controlled manner.
- Separate the misconduct from the student and provide clear instruction of learning expectations.
- Students must take ownership for the choices and consequences they receive from their teacher;
- Reflect on how their misconduct did not meet the Values and Expectations

Chance 1- Speak to the child and remind them of expectations



Chance 2- If behaviour continues, child should be relocated within the same room



Chance 3- If behaviour continues, child should be sent to the Leader of learning's room. On return, they should be able to apologise and give a reflection on their behaviour using the reflection sheet for support (appendix 2-behaviour folder in staff drive). Parents should be communicated with at the end of the day and this should be recorded on CPOMS

Any extreme behaviour such as physical aggression, inappropriate language (including racism) or refusal to follow adults' instructions should result in a member of SLT being called for support. Teachers should use their professional judgement on when a behaviour is "extreme"

Record keeping

- Any incidents after chance 3 should be recorded on CPOMS
- If you want a SLT member to follow this up, it needs to be "assigned". If it has been dealt with and no further action is required- they should be "alerted" on CPOMS

Exclusion

The Headteacher, Deputy Headteacher or Assistant Heads in the absence of the Head, have the right to exclude pupils for fixed periods.

Procedures

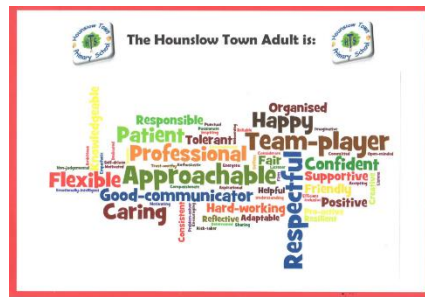
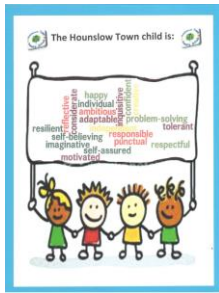
In the case of any fixed term exclusion the school will follow the procedures in line with the DFE and Local Authority procedure:

- Head or Deputy / Assistant Head makes the decision to impose a FTE
- Parents informed by telephone
- Letter sent home
- Exclusion recorded on LA system
- On return to school, pupil and parents attend a re-integration meeting and an appropriate re-integration programme will be initiated. Further appropriate strategies will be used as appropriate.

Permanent Exclusion will only be considered when all other sanctions have failed, a complete breakdown in relationships has occurred or when it is clearly against the interests of the child or the school for the child to remain a pupil at the school. Here again, parents will have the opportunity to have their views heard by the Governors and the Local Education Authority.

Behaviour outside school hours on school premises will be dealt with in the same way as behaviour during the school day

Appendix 1



Appendix 2

What happened?	How did you feel?
<input type="text"/> <input type="text"/> <input type="text"/>	
draw	How did _____ feel?
help no help	
<input type="text"/> I will _____ <input type="text"/>	What can you do next time?
	break talk help calm

Links with other Policies

This policy should be read in conjunction with other college policies, particularly:

1. Anti-Bullying and Prejudice Related Incident Policy
2. Online Safety
3. Child on Child Abuse Policy 2022
4. Special Educational Needs
5. Safeguarding
6. Teaching and Learning
7. Equality
8. Keeping Children Safe in Education 2022
9. 11. Staff Code of Conduct
10. 12. Complaints Procedure