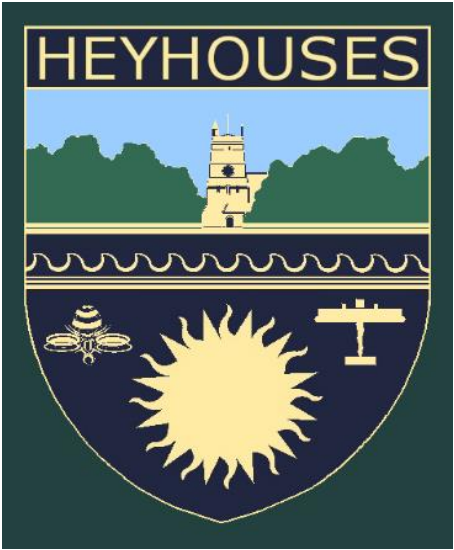


Heyhouses C.E. Primary School



Behaviour Policy

Our Behaviour Policy is linked directly with our Mission Statement, which is the foundation on which the school is based.

'We seek to enable children to reach their full potential educationally, spiritually and socially so that they may become all that God has created them to be.'

The school behaviour policy reflects this statement, and directly influences the ethos of the school.

The Aims of the Behaviour Policy

To encourage a calm, purposeful and happy atmosphere within the school.

To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

To encourage increasing independence and self-regulation so that each child learns to accept responsibility for his/her own behaviour.

To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

To help all children develop an understanding that there are consequences to their actions

To support children in making the right choices and to use effective strategies to self-regulate their emotions and therefore their behaviour.

To make boundaries of acceptable behaviour clear and to ensure safety.

To raise awareness about appropriate behaviour

To help pupils, staff and parents have a sense of direction and feeling of common purpose.

The Aims of our School

Our aim and purpose in education is based on firm beliefs and values; that Jesus is our redeemer; that each individual is unique and valued; and that although all different, we are dependent upon one another.

In our school we seek to provide for spiritual, mental, moral and physical development, growth and well being of all our children.

The Church of England ethos in our school is displayed in our acts of worship, celebrations, our times of prayer together and in the nurturing of the relationships that we build with other – children and adults. Our Christian values are at the heart of all we do. We take time every year to explore each of the values that our HOPE Team (worship council) established as our Heyhouses Christian values –

Love	Trust	Faith	Friendship	Hope
Justice	Respect	Peace	Forgiveness	Courage

Alongside the above our aim is:

To be aware of the differing needs, backgrounds and experiences of all our children. We are aware that all behavior is communication and that some children, for example those experiencing ACEs (adverse childhood experiences) may be struggling to express their emotions which can be reflected in their behavior.

To be aware of their varying speeds and stages of development and to ensure that no child is disadvantaged or neglected in our school.

To encourage our children to develop self-discipline and initiative and grow in independence while at the same time being aware of the needs of others.

To have high expectations for all our children and strive to achieve them.

To develop the potential of each child to the full.

To assist children to be responsible members of the school and wider communities, mindful of their duty to use their skills and talents for the benefit of others.

To provide an environment where everyone, children and staff feel valued, welcome and able to contribute.

To create an environment where children can develop in a happy, supportive yet hardworking and purposeful atmosphere.

The children are encouraged in their personal and academic development throughout their time at Heyhouses.

The structure of the school, despite its split site nature, supports continuity of approach and progression in all matters relating to behaviour. Staff have worked together with the Senior Leadership Team, the Headteacher, Deputy Headteacher, Assistant Headteachers and the Governors to develop a cohesive system. The children are aware of the system in terms of expectations, rewards and consequences.

All staff understand the need for consistency in creating a successful learning environment. Codes of conduct/ class agreements are followed throughout the school day and the children know the rewards and consequences that are in place. All children are treated fairly. Children with additional needs are supported to develop their understanding of expectations.

The Home School Agreement is the basis for strong parental links.

The children are asked to sign the Children's Code. This is a list of responsibilities for the children.

Parents also sign our Home School Agreement, to show their agreement to support the ethos of the school and the standards of behaviour we expect.

Alongside this, the school, and in particular the staff, agree to their own responsibilities.

What we do to encourage good behaviour:

Positive attitudes are demonstrated and nurtured. Support, encouragement, guidance and praise will be our main tools in developing good standards of behaviour in school. Emphasis will be placed on the whole school community supporting one another and celebrating each other's successes and achievements. At Heyhouses we strive to emphasise the positive rather than concentrate on the negative. We are aware of the need to nurture good social, emotional and mental health.

We use emotion coaching to understand children's behaviour. Adults follow these 5 steps to enable a personalised approach to any difficulties in children's behaviours:



In addition to the emotion coaching we have established positive systems and routines to promote good emotional health and well-being, including children wanting to contribute to the well-being of others.

Charter Award

The key element of our positive approach is our Charter Award scheme. This seeks to encourage co-operation and teamwork alongside developing independence and initiative. Details of the Charter Award scheme are to be found in our Charter Award Policy.

Pastoral support

Circle time is used effectively throughout the whole school to develop positive classroom relationships and to provide a forum for sorting any friendship issues which may affect the class.

'Chat sessions' are available with our Pastoral care workers for children wishing to discuss relationship or behavioural issues. Family support through bereavement, separation or illness is also provided by the pastoral team.

Pupil Voice

Class Council, School Council, Eco Council, Fairtrade Council, Worship Council are also used effectively to promote good behaviour, and encourage independence and responsibility.

Rewards

In the Junior department School Spirit awards are presented weekly to individuals who have spontaneously exhibited kindness and social awareness.

In the Infants Excellent Effort and Brilliant Behaviour Awards are presented to encourage the children. Achievement stickers are awarded to children for good work and behaviour.

Celebration worship takes place in both departments each week and children are encouraged to share their successes and achievements with the school family.

Golden Time is used in some year groups to reward hard work and good behaviour through the week.

Positive feedback and encouragement is provided within our marking scheme.

Class Agreements

Classroom Agreements are prominently displayed in each class and are the result of class discussion at the beginning of each year. Each day there is a Star of the Day pupil. This child receives a certificate and the following day gets to sit on the 'Star of the Day Table' in the dinner hall. They may choose to take a friend with them to the hall. All these initiatives in school are to encourage kindness and the importance of good, positive relationships within each class. The children are taught to value each other and recognise each other's good qualities.

Classroom strategies

KS1: Reception and Year 1

Star, Sunshine, rainbow, raincloud approach.

Every child starts the day on the sunshine

Children will have reminders for low level behaviour -use of coloured face cards.

If the classroom rules are not being followed (after a reminder from the adult in the classroom) they then move onto the rainbow

They get two reminders whilst on the rainbow (to follow the classroom rules)

The third reminder moves them onto the raincloud.

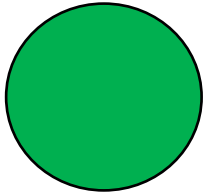
Each day they start again on the sunshine – giving the children a chance to redeem themselves.

Excellent behaviour/ work moves the child to the Star.

Lower KS2 and Year 2

Year 2 ensure transition between the systems.

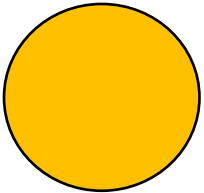
Traffic Light system



Good to be Green

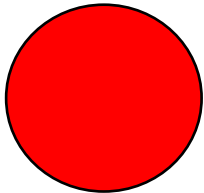
All children begin on green for each day.

If children's behaviour falls short of expectation, they are encouraged to improve this. A final warning will then mean that if behaviour is not improved their name will be moved to amber.



If a child's name is moved to amber. This is an opportunity to reflect on their behaviour. Improvement in behaviour will result in the child's name moving back to green.

If the child's behaviour does not improve then they will move their name to red.



If a child's name is moved to red, the child will miss part of playtime or golden time. Work will be completed during this time. Parents will be informed if children are frequently on red.

Staff are mindful that a particular child should not 'keep' appearing on the red traffic light. A different approach would be needed if there was a risk of this.

Upper KS2

In Years Five and Six, the children move away from the traffic light system.

We now adopt a system of red and yellow cards.

If children are behaving in a way which crosses boundaries of expectation – in class or outside – they are given an informal warning.

If this behaviour continues, the children are given a yellow card. This yellow card is a formal warning. The yellow card remains visible on their table place for the remainder of the week.

If the behaviour continues, the card changes to red. A red card incurs a sanction, such as a missed playtime. This card also remains with them until the end of the week.

In the unlikely event that the behaviour continues, then the child would be referred on to a member of Senior Management.

KS1 and KS2

If children produce poor quality work or insufficient work (including homework not being completed) a child may be asked to stay in at playtime or lunchtime to complete this. Children will always be pre-warned that this will be going to happen so that they have an opportunity to complete/ improve the work.

Lunchtime staff

Welfare staff receive training to ensure that a consistent approach is used to promote good behaviour. They offer positive verbal feedback and can reward positive behaviour through the giving of stickers, certificates on a Friday in celebration assembly or house points.

Consequences

If a child has not behaved appropriately or broken the school rules, they will have to take responsibility for their actions and undertake a consequence linked to their behaviour. This links to the restorative approach which teaches children to see the results of their actions and how they need to make amends.

Restorative Approaches

The school adopts a Restorative Approach to questioning about behaviour issues: (We recognise that some children will struggle with these questions so modification/ adults modelling will be used when necessary.)

What happened / what's happening?

What were you thinking / feeling at the time?

What do you feel / think now?

How have you and the others been affected?

What do you need?

What do you need to do to put it right?

We believe that children should take responsibility for their own actions / behaviour as far as they are able. If children have behaved inappropriately they will have to reflect on what they have done, how it has affected others and how it can be put right.

Our Behaviour Policy is built upon a framework of positive attitudes. Our ultimate aim is to encourage self-discipline, self-motivation and independence of thought and action.

What we do if a child misbehaves

We have drawn up a structured and progressive programme to deal with inappropriate behaviour.

Recording and Reporting

Staff record all issues regarding concerning behaviour directly onto CPOMS, the school safeguarding system.

Behaviour at Stage 3 usually requires further action and more formal procedures are available. This consists of contact with parents through a phone call. Records are made of all phone

conversations with parents, detailing a brief outline of the issue and ensuring the time and date is included.

Behaviour cards for either classroom or playground are often used at this stage to restore good behavior. All copies are to be retained as evidence for the future should they be required. If further serious incidents take place or generally there is no improvement in behaviour further contact will be made with parents by phone call and personal meeting. Reports from the SENCO and supporting agencies will be collated for further reflection.

Level 1		
<u>Behaviour</u>	<u>Consequences</u>	<u>Comments</u>
Teasing Pushing in Interrupting the teacher Attention seeking Clowning around Spoiling other children's games Telling tales Avoiding work Squabbling Being noisy Name calling Running inside Answering back Hindering other children's learning Cheekiness	Teacher reprimand using own professional judgement. Teacher to use traffic light system to make child aware of the problem. Teacher may ask child to finish work at break-time. Child must be supervised. Child may need moving within the class.	A quiet word is usually enough. No work penalty to be given. If problems persist then consult Stage 2. The situation will need monitoring. Through the Traffic Light system the child may miss a few minutes of Golden time.
Level 2		
<u>Behaviour</u>	<u>Consequences</u>	<u>Comments</u>
Rough play Arguing back Rudeness in general Rudeness to staff Lying Kicking-'one off' incident Fighting-'one-off' incident Refusal to follow instructions Cheekiness (repeated) Swearing Avoiding work (more frequent)	Reprimand Lose minor privilege 'Staying in' at lunchtime only. Staff to supervise their own children. Children to sit out at playtime and calm down. Class teacher to call parent in informally if these problems persist. (To be notified to Headteacher) Welfare staff to inform class teacher at the end of break. Pastoral support offered.	Traffic lights system may mean missing part of or the whole of Golden time. Incidents to be recorded on CPOMS

Level 3		
<u>Behaviour</u>	<u>Consequences</u>	<u>Comments</u>
Deliberate damage to other people's property. Graffiti Hitting back Squabbles (Repeated) Avoiding work (Repeated) Spitting at someone Repeated fighting Repeated swearing Consistent lack of respect Biting(age of child relevant in this case) Stealing Malicious lying	Contact with parents via phone call. SLT to be informed prior to the phone call. Meeting with parents to be arranged if necessary. Child may be placed on Behaviour card following this meeting/ phone call. Referral to SENCO if appropriate. Pastoral support offered. Time out with different teacher-not outside the classroom. Missed playtime/ lunchtime	Any incident to be recorded on CPOMS All staff, including welfare staff, to be made aware of children on Behaviour cards.
Level 4		
<u>Behaviour</u>	<u>Consequences</u>	<u>Comments</u>
Running out of school Verbal abuse of staff Malicious damage to other people's property Hitting back Swearing at staff Sexual matters Hindering other children's learning (very disruptive) Breach of school Acceptable Use Policy with respect to Information Technology.	Immediate contact with parent by Headteacher, Deputy or Assistant Headteachers. Letter if contact unable to be made by phone. Meeting to be arranged and formally recorded. Pastoral support offered, possible referral to Educational Psychologist. Report card (if not already on the system.)	Letters/ records of meetings to be kept in file. All staff, including welfare staff, to be made aware of children's issues. Incidents to be recorded on CPOMS
Level 5		
<u>Behaviour</u>	<u>Consequences</u>	<u>Comments</u>
Bullying Child on child abuse Physical abuse of staff Vicious kicking/ fighting Racial abuse Serious Breach of school Acceptable Use Policy with respect to Information Technology.	Immediate contact with parent by Headteacher, Deputy or Assistant Headteachers. Meeting to be arranged and formally recorded. Possible exclusion.	Letters/ records of meetings to be kept in file. All staff, including welfare staff, to be made aware of children's issues. Incidents to be recorded on CPOMS

Consequences concerning behaviour outside the school gate

The same principles and consequences that are outlined for the encouragement of good behaviour in school will be applied to behaviour outside school when a child is:

Taking part in any school organised or school related activity (e.g. school trips, sports matches)

Travelling to and from school

When the child is wearing school uniform

Behaviour that could have repercussions for the orderly running of school

Behaviour which could pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Detention

Whilst Heyhouses does not use a formal system of detention, in following through with the logical consequences pupils may well miss all or part of a playtime or some lunchtime play. Parental consent is not required in these circumstances but staff will act reasonably given consideration for time to eat, drink and use the toilet. Detentions out of school hours are not used.

Exclusion

It may be necessary to exclude a child from Heyhouses C.E. Primary School, although we firmly believe that this should only be carried out if all other methods have failed. A child who may be in danger of being excluded will already have been identified by the school and will most likely have their own Individual Learning Plan with targets focussed on behaviour.

The decision to exclude is taken by the Head teacher and this may be a fixed term or permanent exclusion. The Head teacher will take into account the circumstances, evidence available (of behaviour at Stage 5) and the need to balance the best interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Head teacher.

Prevention of bullying

Bullying is unacceptable at Heyhouses C.E.Primary School and is treated very seriously by all members of staff. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies

PSHE

Circle Time

Worship

Monitoring areas within the school building i.e. toilets, cloakrooms

Monitoring of playground by staff on duty and the Head teacher.

(Also see our Anti-Bullying policy)

Confiscation of inappropriate items

School staff are protected against liability for damage to, or loss of, any confiscated items provided they acted lawfully and reasonably.

An item which had been confiscated by a member of school staff must be kept in the school office until the end of the day when it will be returned to the parents (or in extreme cases the Police)

School staff have the power to search without consent for 'prohibited items', which include:

Knives / weapons

Alcohol

Stolen items

Illegal drugs

Cigarettes

E-cigarettes (vapes)

Pornographic images

Any article used to or likely to be used in an offense or that could cause damage to property or personal injury

Weapons, knives, pornographic images and illegal drugs must be handed to the Police.

Power to use reasonable force

What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) Schools generally use force to control pupils and to restrain them.
 - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
 - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

Any school member of staff. However, only staff with Team Teach training would be regularly supporting children whose behaviour would be likely to involve frequent use of safe handling.

The decision whether or not to use reasonable force is down to professional judgment of the staff member concerned and should always depend on the individual circumstance.

Reasonable force may be used in the following situations:

Teachers will physically separate pupils found fighting

If a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed

To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit

To prevent a pupil from leaving the classroom/or any part of school, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

To prevent a pupil from attacking a member of staff or another pupil

Restrain a pupil at risk from harming themselves through physical outbursts

To prevent pupils from hurting themselves or others

To stop a pupil from damaging property

Force is usually used either to control or restrain but never as a punishment.

Roles and Responsibilities

The Governing Body:

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in adhering to these guidelines. The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may

give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

The Headteacher:

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school. The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Head teacher keeps records of all reported serious incidents of misbehaviour. The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

All of the above may lead to the final sanctions of temporary or permanent exclusion. The procedures outlined by the Diocese and the County will be followed in all cases.

The role of the Teachers, teaching assistants and other paid staff:

It is the responsibility of class teachers to ensure that the school code of conduct and classroom agreements are enforced and that children behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, showing respect and understanding of individuals.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head teacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Behaviour procedures may follow between school and parents. For example – home school behavioural diary.

Parents and Carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them. We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement.

We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. (This would usually occur at Stage 2 however teachers may also contact parents if there is persistent Stage 1 behaviours)

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school.

If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should first contact the Head or Deputy and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Pupils

School Council input to pupil section of the behaviour policy:

Children to set an example to their peers especially the older children setting the example and expectation of behaviour to the younger children.

Respect all adults in the school.

Remind other children if they are showing the incorrect behaviour – tell them to set the example.

All children should work hard to achieve the range of rewards.

School Support Systems

As a fully inclusive, Christian school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEN code of practice.

We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN list. An individual Learning Plan will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our Pastoral Manager and/or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

Consultation, monitoring and evaluation

The Headteacher monitors the effectiveness of this policy on a regular basis. The Head teacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher/ Deputy Head records those incidents in which a child is sent to him/her on account of poor behaviour. These are recorded directly onto CPOMS, an online record system for safeguarding and behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Complaints Procedure

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office.

In respect of this particularly policy it should be noted that:
All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

The School Behaviour Policy is reviewed annually and updated where necessary.