



# Heathfield Primary School

## Behaviour Policy and Procedures

### Policy Version Control

Policy type	School
Policy prepared by (name and designation)	Helen Tarokh (Headteacher) with Mark Dipple (Deputy Headteacher)
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## **Restorative Practices**

In Heathfield, we aim to develop 'restorative practices'. This promotes telling the truth, taking responsibility and acknowledging harm. This is an approach taken to respond to conflict and to create accountability. Our behaviour policy should help us to fulfil this aim.

There are 4 key features of this approach:

**Respect** – listening to other opinions and learning to value them

**Responsibility** – taking responsibility for your own actions

**Repair** – discussing how to repair harm

**Re-integration** – working through a process that solves the problem but allows a young person to return to their mainstream classroom

When children break the rules, wherever possible, all staff should engage in a '**restorative chat**' with both the victim and perpetrator. This involves using the following questions:

- ▶ What happened?
- ▶ What were you thinking (feeling) at the time?
- ▶ What do you think (feel) about it now?
- ▶ Who has been affected by what has happened? - In what way?
- ▶ What has been the hardest thing for you?
- ▶ What do you think needs to happen to make things right?

## **School Rules**

The school rules at Heathfield will be summarised in a simple sentence: At Heathfield, we are Ready, Respectful and Safe

## **Class Rules**

Class teachers should have a session with their class at the beginning of term to generate a set of 'classroom rules'. There should be a discussion around why we have rules, and the children should be given the opportunity to suggest the rules they think are the most important. Classroom rules should be on display in the classroom.

Children should be reminded of the listening, line-up and walking around school codes:

### **Our Listening Code**

*When I am asked for my attention I:*

- Stop what I am doing
- Empty hands
- Look at the teacher
- Keep quiet and still
- Listen to instructions

### **Our Line up Code:**

*When I am asked to line up I:*

- Walk to the end the line
- Leave a person space
- Keep my hands and my feet to myself
- Keep quiet and still
- Listen to instructions

### **Our Walking Around School Code:**

*When I am walking around school I:*

- Walk slowly
- Leave a space in front of me
- Keep my hands by my side or behind my back
- Keep quiet
- Keep my eyes in front- watching where I am going
- Listen to instructions

At the beginning of term, teachers should spend time making sure that all children follow these codes. There may be an element of practising required to get it right.

Teachers are advised to discourage children raising their hands, but make it an expectations that every child is willing to answer, at every point in the lesson.

## **Recognition Boards**

Each class will have a recognition board. This will give the adults in the classroom the chance to recognise when children are displaying the correct learning behaviours. Each week the teacher will choose a different learning behaviour that their class will be working on; this focus needs to be on display.

## **Learning mascots**

We have 4 learning mascots to help us develop good attitudes to learning – teamwork toucan, proud peacock, outstanding owl and persistent penguin. Teachers should use this language in the classroom to help promote positive attitudes.

## **Daily Routine**

Each morning, every teacher will greet their children at the classroom door. The children will be given the option of a greeting as a way of welcoming them to the classroom for the day. When the children enter the class they will be able to self-register on the IWB by moving their name on to either the happy or sad face (side etc). This gives the teacher the chance to see which of their children are in need of a chance to discuss how they are feeling.

On a Monday morning, this session will be slightly longer as the teacher will introduce the learning behaviour for the recognition board.

- This will resume after Covid. A verbal check will be used in the interim.

## **Rewards and Sanctions**



We follow the 'good to be green' system for our rewards and sanctions.

## **Marvellous Me**

This new app will give staff the chance to recognise when children do the right things. Badges are sent through the app to parents, who can then 'high five' the teacher back when they have read it.

### **Class rewards**

Each class should work towards a “team treat”. It is up to the class and the teacher how this looks in practice, but it should give a chance for the class to work together as a team to achieve things. It might take the form of ‘marbles/pasta pieces in a jar’, for example, or a rocket display where the rocket moves up a space at a time to its ‘take off’ point. In these scenarios, a marble is put in the jar, or the rocket moved up when the whole class are doing something well e.g. showing good listening or movement around the school. When the achievement point is reached (e.g. jar is full of marbles or the rocket reaches the take off point), the class are given a treat, which they have collectively agreed on in advance - it could be an extra break time, DVD, additional computing time, Learn Pads etc

Teachers need to ensure that the system is geared towards the children being rewarded once per half term.

### **Award Assembly and Certificates**

Each week, each class teacher selects a child from their class to receive a ‘learner of the week’ award in Friday’s assembly. Awards are given for attainment, achievement and attitude. It is a good opportunity to reinforce the language of good learning behaviours. Teachers should let the office know by Thursday lunchtime who their chosen child is, so that the office can invite the child’s parents to attend the assembly. Teachers should keep a record of which child they have given the award to, so that they can try and ensure that each child in the class gets it at some point in the year.

### **Sanctions**

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the

**action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'. A restorative chat should be used, if possible, using the questions above, to ensure that there is good understanding of the reasoning behind the sanction.

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

**Exclusion can only be given by the Head of School or Executive Head Teacher.**

As a general rule, for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

*If unacceptable behaviour occurs:*

**Step 1 - Verbal Reminder** (using **positive** language in a calm, quiet voice) repositioning, separation.

**Step 2 - Verbal warning: Give a warning card.**

Children need to put a Yellow Warning Card by their name on the chart.

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

**If the child subsequently demonstrates good behaviour, they should be allowed to take the warning card away from their name, and 'go back to green'.**

**Step 3 - Time Out in another classroom – Red Card**

- Child puts a Red Card next to their name on the chart.
- Red cards must be logged onto CPOMS and the class teacher should tell the parents at the end of the day that a red card has been given and why (teacher to make a phone call if child goes home alone). A letter is also available if contact, via phone, cannot be made.
- Child sent to a neighbouring classroom.
- 5 minutes sitting alone in order to reflect, calm down etc without causing disturbance. Timer to be used if possible so the child can see how much time they have to do.

**On return to class the child should be given a fresh start. However, they will be aware that they will miss their next breaktime as a consequence. When the child demonstrates good behaviour again, they will be able to take the red card away from their name and 'go back to green'.**

## **Missed breaktime**

If a child reaches Step 3, then they will also miss their next morning breaktime (10 minutes). Missed breaktime will be supervised according to rota, set up by team leaders. During the missed breaktime, the teacher on duty will gather the children around the table in the RJ room, where they will do a recap of the restorative chat questions, focusing more of what needs to happen next.

A restorative chat form must be attached to the CPOMs.

## **If a child gets a second red card within a day**

### **SLT - Time out**

- Child escorted to designated SLT member
- Rec/KS1 – SW/CF
- Y3/4 – HT/RC
- Y5/6 – MD/HT(Thurs/Fri)
- Up to 1 hour working alone without causing disturbance. i.e until the end of that lesson
- Loss of 10 minutes of breaktime.
- Ensure that the incidents are added to CPOMS and parents are made aware that child was removed from class - class teacher
- Home School Mentor – to meet with child to discuss behaviour

## **Exclusions**

For more serious offences, internal exclusion, fixed term exclusion or permanent exclusion may be considered. The Head of School or Executive Head will be involved in any exclusion decision.

Internal exclusion may be for half a day or longer. The child will work away from other children, under adult supervision, and will not have access to the playground, extra-curricular or enrichment activities. Parents will always be informed when internal exclusion is taking place and logged on CPOMs.

Fixed term and permanent exclusions will be considered only in the most serious cases, and statutory guidance will be followed. Parents are informed and asked to collect their child from school. Work is prepared and given to the parent for completion by the child during the exclusion. A day and time is agreed for the reintegration interview.

**If a child is regularly receiving sanctions, consider the following:** (regular = more than three times in two weeks) an initial behaviour will be set up between the class teacher, team leader and parent.

**Additional Actions for pupils whose behaviour causes concern:**

A Behaviour Support Plan (BSP) or Behaviour Contract may be put into place to try and improve behaviour, and reduce the likelihood of exclusion. Parents will always be involved, and external agencies as appropriate.

**Dealing with Incidents**

If a behaviour incident constitutes 'peer on peer abuse' (physical abuse, sexually harmful behaviour, bullying, cyber-bullying, sexting, initiation or prejudiced behaviour) then the Peer on Peer Abuse Policy should be followed, and the Anti-Bullying Policy, if necessary. Both are available in the policies folder on the staff shared area.

**De-escalation**

We constantly strive to adopt approaches and practice to support our pupils through anger, misconduct, challenge and difficult behaviours by de-escalation techniques. (See Appendix ...Tool Box). For any child who is angry, the first step an adult should take is 'de-escalation'. The child should be removed to a quiet, calm area, where they can reflect and relax. When the anger has subsided, adults can begin to talk about what has happened.

**Vandalism/purposeful damage to property**

The usual sanctions will be applied. In addition, where a child deliberately causes damage to school equipment or property, a letter will be sent home to parents (by AHT, DHT or Head). Where appropriate a contribution is requested to cover the cost of repairing the damage. This should be logged on CPOMS.

**Physical Intervention**

Where a child is putting themselves or others in danger we would use reasonable force to stop this. This would always be done in line with our school policy (see the Trust's Physical Intervention Policy, in Policies folder) and in line with 'Team Teach' approaches. In accordance with the law, reasonable force would only be applied if de-escalation techniques had not been effective and if there was an immediate threat to the child's safety or the safety of others, or the threat of damage to property or significant disruption.



## **Team Teach**

Where reasonable force is appropriate, then staff are trained in low-level therapeutic approaches to physical intervention. There is an established training protocol in the school, and we use 'Team Teach' as our adopted strategy. 'Team Teach' is also the preferred strategy of Darlington Local Authority.

### **Logging an incident whereby physical intervention has taken place:**

***In general, only Team Teach trained staff should undertake physical restraint. Physical intervention should only be used in extreme cases eg, a child is putting themselves or others in danger of serious harm.***

- In the first instance the incident should be reported to the Designated Safeguarding Lead (Mrs Wilson) or Deputy DSL (Mr Dipple or Miss Fogg)
- Parents must be informed as soon as possible, and definitely on the same day as the incident.
- The incident should be logged in our school 'bound book' which kept in the Head's office. Please note the number at the top of the right hand page for the CPOMS entry.

Thereafter, it should be logged on CPOMs. Please use the prompts below to record.

- Name of Young Person
- Location of Incident
- Nature of the risk (explain what was happening before the restraint)
- Name/s of staff using restraint
- Who witnessed this restraint
- Start time (of restraint) and end time
- Any injuries to staff or child (If so was a medical check done?)
- Effectiveness of intervention (eg did the child calm down or did it require other staff to help)
- Who was informed of this incident – what arrangements have been made to inform parents?
- Please also evidence you have written in the bound book and record the incident number.

## **Behaviour outside school**

We would address inappropriate behaviour outside school if the following applied:

- The child was taking part in a school organised or a school related activity
- The child was on their way to or from school
- The behaviour could have repercussions in school
- The behaviour threatened another pupil of the school

Incidents outside school would be investigated fully and normal sanctions would be applied.

## **General Guidance**

**Teachers should not shout at children.** All adults should also avoid the use of sarcasm, ridicule and humiliation which can damage self-esteem. Blanket punishments should not be used.

## **CPOMS**

All significant incidents and concerns about children should be recorded on CPOMS. See guidance below about categories to use.

Please don't include full names of students in the text we are writing. We should just use initials. However, make sure you add in any linked students that you need to. The reason for this is that when we transfer info to another school, the linked students disappear, but we have to manually remove other names. Adults will be recorded as initial and full surname to help avoid any confusion.

Class teachers will be provided with a 'soft key', so you can get a code through your Ipad and then use it to log in on your computer. In this way you will see the history of incidents for children in your class.

## **CPOMS Categories Guidance**

### *Attendance*

- *punctuality*

### *Behaviour*

- *bullying (only use if the incident meets the criteria for bullying that we use – Several Times On Purpose)*
- *fixed term exclusion (only to be selected by SLT)*
- *homophobic incident*
- *internal exclusion (only to be selected by SLT)*
- *physical intervention (use crib sheet previously circulated and make entry in bound book – add number of incident to CPOMS)*
- *racial incidents*
- *red card*
- *Physical aggression*
- *Lunchtime*

### *Home Issues – use for issues that are not safeguarding or SEN*

#### *Medical Issues*

- *Care plan*
- *School nurse*
- *Health Visitor*

#### *Parental contact (use for all contact with parents)*

- *Initial Behaviour Meeting*
- *Positive Handling Plans*

#### *Pastoral Care Concern (use for all concerns that are not safeguarding or SEN)*

#### *Safeguarding (only use for causes of concern that relate to possible harm in any of CP categories to any child)*

- *Child Protection (only for children on CP plans, and only to be selected by Inclusion Team or SLT)*
- *Children In Need (only for children on CIN plans, and only to be selected by Inclusion Team or SLT)*
- *Contact with Social Worker*
- *Early Help (only for children on Early Help, and only to be selected by Inclusion Team or SLT)*
- *Family Support (to be used referring to contact with a family support worker)*
- *LAC*
- *CAP referrals*

## *School Uniform*

### *SEN*

- *EHC*
- *Nurture Provision (Rainbow Class)*
- *One Plan*

## **Lunchtimes and playtimes**

The same rules are to be followed as those within the classroom.

When a child breaks a rule, they should be given a verbal warning. If they do not respond to that, then they can be sent for 'time out' to think about what they have done. A designated area of the playground should be used for this, where staff can supervise. The thinking time should not be more than 5 minutes. The key supervisor in each team will keep a note of who has had a time-out and pass it to the class teacher for it be logged on CPOMs.

For situation where there has been conflict between children (which hasn't resulted in physical aggression). The expectation is that peer mentors will become involved to help resolve the situation.

For a more serious misdemeanour, there should be a 'restorative chat' (using questions outlined above), where children can reflect on what they have done, and think about how to put it right. There will usually be an apology. If appropriate, a child could be sent inside for 'time out' as a consequence, and asked to write down their responses to the reflective questions, under adult supervision. (Staff should liaise with senior leaders over who is available to supervise in this situation).

***Any significant incidents which take place at playtime or lunchtime should be recorded on CPOMS by the member of staff who dealt with the matter.***

Peer mentors are on duty at lunchtimes, and their job is to promote good relationships on the playground, and help to resolve conflicts. They will have an allocated table where they can go with children who need to chat about things. Their work is supervised by Mr.Dipple.

### **Lunchtime activities**

Mrs Prettyman will co-ordinate the activities on offer on KS1 and KS2 playgrounds. The EYFS team will co-ordinate the activities available on their playground. Play leaders will be in action on all playgrounds to support the

activities and help supervise the play. Mrs Prettyman co-ordinates the work of the play leaders.

### **Ball games**

Clear rules must be established at the start of the game e.g. regarding tackling. Staff must be vigilant over the footwear the children are wearing. They should be wearing sports shoes if on the field. If holes appear on the field, the School Business Manager should be alerted, so that we can get them sorted. Ball games must always be closely supervised, and only school balls should be used on the playground.

Any injuries must be examined by a member of staff, and the child directed to leave the game while monitored, even if they protest!

### **End of lunchtimes**

Teachers need to be prompt out to collect their classes at 12.40 for EYFS and KS1 and 1.10pm for KS2.