

Heathfield Primary School

Behaviour Policy and Procedures



Policy Version Control

Policy type	School
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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 has 6 simple Golden Rules, which are on display around school. They are:

- **We are gentle**
- **We are kind and helpful**
- **We listen**
- **We are honest**
- **We work hard**
- **We look after property**

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 use a raised hand to gain the attention of the class. Children need to learn to raise their hand silently in response and look at the class teacher. They will need reminding not to talk at this time, but to encourage others (silently) to follow suit.

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.

Every child will have the opportunity to take part in a daily check in and check using the below guidelines.

- 5 minutes at the beginning and end of each day
- Begin with non-threatening questions to discuss in pairs

- Move on to talk about how they are feeling today (something they are proud of at the end of the day)
- During the check-out, teacher to pick 5 children to receive a Dojo for showing good learning behaviours (be specific with reasons, so that other children understand what is expected)
- Use R-Time pairings

If, during these sessions, a bigger issue comes out that needs a more in-depth discussion, try using circle time or, if needed, discuss this on an individual basis with the child. Ensure the child understands they are not being ignored and that they will have time to discuss this later on that day.

Rewards and Sanctions



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

Whole School Reward System: 'Dojo's'

'Dojo's' are the agreed system of rewards in school. Dojo's may be awarded for any actions, deeds or attitudes which are deemed noteworthy and should particularly focus on good learning behaviours. When awarding the 'dojo' the member of staff should say why it has been given.

Once awarded a dojo can never be deducted.

Dojo's are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

Staff should take care not to use the dojo system as bribery for pupils with challenging behaviour. We should aim to give out the dojos equitably to all children who are doing the right thing. Children who misbehave more shouldn't be in the position of receiving more dojos than those who behave well all the time. Class teachers should periodically monitor how dojos are going in their class and adjust their dojo-awarding behaviour if necessary.

Staff should not give out multiples of dojos at once. They should only be given 1 at a time.

Dojo Rewards

Any noteworthy behaviour	1 Dojo (recorded on Class Dojo)
When a child has 50 dojo's	Teacher commendation: dojo certificate
When a child has 100 dojo's	Teacher gives a small prize (pencil)
When a child has 150 dojo's	'Golden ticket' – ticket to a mystery event

Every additional 150 dojo's a further 'Golden ticket' – ticket to a mystery event

Golden ticket events will be held periodically through the year, and all children with a golden ticket will be able to attend. The aim will be to provide a fun event, which maybe also gives the children an experience they haven't had before.

Children will need to record their weekly dojo's score on a chart to be able to see their scores add up.

A 'dojo' can be awarded by any staff member to any child at any time. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

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 it's '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 one 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 Headteacher. In exceptional circumstances if the Headteacher cannot be contacted, the Deputy Headteacher may become involved.

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.

If a child gets a second red card within a day

SLT - Time out

- Child escorted to designated SLT member - AHT/DHT/SENDSCO
- 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 Headteacher (or Deputy in her absence) will decide on this as appropriate.

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)

- 3 red cards in 1 week = letter home
- Over a 2-3 week period repeatedly getting red cards = initial behaviour meeting with the class teacher, team leader and parents. Please use form provided and log on CPOMS. At this stage please also inform MD.
- If a child's behaviour becomes particularly challenging then a Positive Handling Plan can be put in place, which identifies clear strategies to be adopted in challenging situation. This will be drawn up by the Head, Deputy, Assistant Head for Inclusion, class teacher and parent(s).

Additional Actions for pupils whose behaviour causes concern:

A Pastoral Support Programme (PSP) 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 Tarokh) or Deputy DSL (Mrs Wilson)
- 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.

Multi Agency Meetings

Each term a 'Team Around the School' is held. This is a multi agency meeting comprising a range of other agencies, including health, social care, behaviour support, and counselling service. Pupils who have been previously identified as needing additional support or assessment through our half termly pastoral meetings will be discussed. This may result in a referral to a single agency or a referral to a number of agencies. In the latter case this will be done through the completion of a CAF and the setting up of a Team around the Child.

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*

School Uniform

SEN

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

Team Around the School

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 LP for it to be logged on CPOMs under lunchtime behaviour.

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.