

# **A POSITIVE APPROACH TO GOOD BEHAVIOUR**



**2018-19**

**“Every child has a right to as much positive praise as possible”**

**“Every child also has a responsibility to ensure their behaviour does not interfere with their learning or that of their peers”**

**Kersall Drive Campus**

## **1.1 INTRODUCTION**

At Heathfield Primary and Nursery School we like to work alongside parents/carers and encourage children to develop as fully as possible. We want to help our children to grow, socially, emotionally, personally and academically. The opening of Kersall Drive Campus in 2015 and the subsequent growth of this campus has brought with it a variety of challenges and some difficult behaviour which affects others' learning and safety on a daily basis.

This policy explains how we continue to promote good behaviour through our Positive Behaviour management systems and strategies.

## **1.2 WHAT THE LAW SAYS**

"The headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work
- regulate the conduct of pupils

*(Section 89 (1) of the Education & Inspections Act 2006)  
(Behaviour and Discipline in Schools DfE January 2016)*

## **1.3 THE SCHOOL COMMITMENT**

Achievement and enjoyment are important goals that we are determined to provide for all of our pupils in a warm and friendly atmosphere. We pride ourselves in providing a secure, yet stimulating, and challenging learning environment. We want our pupils to develop their strengths whilst having the confidence to address targets and areas identified for improvement. Our positive approach to behaviour management looks to ensure that inappropriate behaviour is not a barrier to pupils' learning.

We expect our pupils to be **"Ready, Respectful and Safe"**

There are five school rules that explicitly state our expectations for pupils conduct. These apply to all children in school and are on display for all to see:-

- 1) Do as you are asked the first time.**
- 2) Keep your hands, feet and hurtful comments to yourself**
- 3) Listen carefully and with respect.**
- 4) Do your best at all times.**
- 5) Respect other people's property.**

We encourage positive behaviours and attitudes in every area of school life, for example: entering and leaving school; in toilets and corridors, at lunch and break times; in the playground; as well as during classroom hours.

**This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.**

### **1.4 THE ROLE OF STAFF**

We are blessed with a very dedicated and experienced staff who are totally committed to this positive approach to behaviour management. Item 1 on any agenda for meetings in school is “Children First”. This allows for any pressing pupil matters or concerns to be communicated to all staff.

Our behaviour policy is shared during induction and all strategies will be reviewed regularly to ensure that this policy is delivered consistently by all staff and continues to be effective in promoting positive behaviour.

All adults working in school are required to be consistent in their approach to behaviour. For this to be successful, the adults need to:

- exemplify calm and consistent behaviour
- give their first attention to the best conduct
- follow relentless routines
- use ‘scripts’ for a consistent message to pupils - *de-escalation, managing disruption, delivering sanctions, avoiding confrontation*
- ensure restorative follow-ups are used to repair relationships with the children
- help children to grow in a safe and secure environment enabling them to become positive, responsible and increasingly independent members of the school community.

Where this does not happen, the adults will be challenged.

Heathfield staff consider whether any poor behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Staff should follow the Safeguarding and Child Protection Policy should this be the case. Staff should also consider if continuing disruptive behaviour may be a result of unmet educational or other needs. A multi-agency approach is then taken.

The class teacher will take responsibility for their behaviour management in class and will regularly discuss the school rules with the children. This ensures that every child in school knows the standard of behaviour expected at Heathfield.

### **1.5 THE ROLE OF PARENTS**

“Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.”

*(Ensuring Good Behaviour in Schools, DfE 2012)*

The school works collaboratively with parents, so children receive consistent messages at home and at school about how to behave.

The school rules will be explained at admission meetings and via our Parent’s Guide which is sent out annually. We expect parents to read our rules and systems and to support us in their implementation. We expect parents to support their child’s learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.

We are proactive in our approach to behaviour, and will contact parents with positive and negative comments. This will be through the use of green, orange or red slips, telephone calls home or a conversation face to face at the end of the day. This allows the home-school partnership to flourish and foster mutual support. If a child is in the Behaviour tracker on more than 5 occasions in a half term, the Head of School or Assistant Headteacher will contact parents/carers to have a meeting and to work in partnership to achieve improvement.

The parents' guide to the behaviour policy (Appendix A) states clearly what they can expect if their child attends Heathfield. On admission parents also sign our home/school agreement which agrees to them supporting the school in following the behaviour policy.

Green, Orange, Red slips are one way of ensuring communication with parents is immediate and understood by all stakeholders. Green is good, Orange indicates a missed break and Red is for consistently poor behaviour below minimum expectations.

## Part 2: Behaviour Management procedures

### 2.1 Rewards

Good behaviour and following the school rules is **expected** by all children at Heathfield. To ensure good behaviour choices are made, school staff will:

- praise, support and encourage, **consistently** and effectively
- have **clear expectations** about work and behaviour
- **teach children** what 'good' behaviour is and what it looks like

The school praises and rewards children in a variety of ways:

|  |
|--|
| ★ Above and beyond recognition ★                                       |
| ★😊 Positives and Rewards 😊★<br>Star of the Week and Achievers assembly |
| ★ 😊 Double positives for target behaviour 😊 ★                          |

1. All adults in school can award children '**positives**' for consistent good work or behaviour, or to acknowledge effort, acts of kindness and general application of the school rules.
  - ✓ Positives are used as a reminder of what good behaviour looks like.
  - ✓ EYFS and KS1 classes use Class Dojo to record the positive points.
  - ✓ KS2 classes record these points on a positive chart which is on display in the classroom.

- ✓ MDSAs have positive tokens to give out at lunchtime which link to the class system. They also have Mega positives which are worth 5 positives each.
  - ✓ Adults may decide to award 'double positives' for particular aspects of behaviour which are a target for individuals or groups of children.
  - ✓ Star of the Week assembly takes place every Monday. The child from each class with the most positive points from the week before becomes Star of the Week and receives a sticker, certificate and golden wristband in recognition of their good behaviour and the expectations of the school.
2. Recognition board – recognising children who go above and beyond.
  3. VIP stickers are awarded to children in KS1 who are playing nicely – this earns them exclusive use of the KS1 playground equipment on a Friday lunchtime.
  4. Children who show their work to the Head of School are given a special award and a green wristband.
  5. Each week there is an Achievement Assembly where children are nominated by the class teacher for consistent, or outstanding work or attitude relative to an individual child's abilities, whilst demonstrating the Heathfield Pledge.
  6. Children may earn a Green slip (or fractions of a green slip) which are sent home to ensure parents are aware of the good behaviours being seen in school. Parents are asked to share how proud we all are of them.
  7. Golden Time is used at the end of the week to recognise the positive behaviour in class. Children start each week with 30 minutes worth of time.

## 2.2 SANCTIONS

Teachers and other paid staff members have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction.

At Heathfield we employ a range of clear sanctions for those who do not comply with this Behaviour Policy to ensure a safe and positive learning environment. The sanctions are proportionate and fair responses that may vary according to each individual situation. If there are incidents of anti-social behaviour the class teacher will discuss these with the whole class.

If a child chooses to break a school rule (**we emphasise the word choose**) then there is a clear set of sanctions, on a sliding scale, which come into effect each day

|                             |   |
|-----------------------------|---|
| Reminder                    | "Remember the rules"                    |
| Warning                     | "Think carefully about your next step"  |
| ☹ Last Chance ☹<br>– 5 mins | 5 minutes off break, lunch or home time |

|   |   |
|---|---|
| ☹️ Thinking time ☹️                             | Remember the rules<br>Think carefully about your next step                              |
| ☹️ Time Out ☹️<br>– full break                  | EYFS with your teacher<br>KS1 with your teacher<br>KS2 with member of Senior Management |
| 2 full breaks in a week<br>30 minutes Detention | KS1 lunchtime<br>KS2 afterschool  |
| 5 full breaks in 3 weeks                        | Meeting with parent/carer   |
| Any hurting, swearing, bullying                 | 3 breaks 3 lunches  |

Colours indicate which slip will be sent home to inform parents/carers of behaviour in school

Whilst we are committed to operating a whole school policy which applies throughout the school, **staff will use their professional judgement based on the needs of individuals, including their age and stage, when implementing our systems.** Heathfield acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

We recognise the importance of home/school partnerships and so teachers should ensure they speak directly to parents when behaviour becomes a concern.

#### **Frequency:**

Where a child misses 2 full breaks in a week, a 30 minute detention will be served (see section 2.5)

Where a child misses 5 full breaks in a 3 week period the teacher will call the parents to have a meeting with them to discuss their child's behaviour and ways in which school and home can work together towards a positive outcome.

Should this happen again within the term, this will be escalated to either the Assistant Headteacher or Head of School, who will have a meeting with the parents/carers to discuss next steps.

Children will lose 5 minutes of Golden Time for each break they miss.

### **2.3 SEVERE DISRUPTION**

For incidents such as fighting, swearing, open defiance or peer on peer abuse, the child will immediately be sent to a senior member of staff. This should be the Phase Leader in the first instance or the Assistant Headteacher and subsequently the Head of School. On such occasions the loss of all privileges will be considered as an appropriate sanction for a fixed period and parents/carers will be informed.

Suitable sanctions as set out below, will consider the emotional impact on the victim and the rest of the class:

#### **Severe classroom disruption:**

- child will miss 3 breaks/3 lunches

and will either:

- work in partner class for a full session - Red slip sent home from teacher
- work away from class for half day - phone call home from SLT
- work away from class for full day - phone call home from SLT
- possible fixed term exclusion (see section 2.7)

If this is required for a subsequent occasion in the same week, a meeting will be arranged with parents/class teacher/SLT member. Parents will be sent a letter as an invitation to the meeting.

### **Severe playground disruption (breaks or PE):**

- child will miss 3 breaks/3 lunches

and

- may be at risk of a lunchtime exclusion (will go home for lunch)

Any isolation will be considered for its impact on the child's wellbeing and the staff workload or safety. The context is considered carefully when applying a sanction. All viewpoints are heard during an investigation so that all children are treated fairly.

When required, staff will produce a written account of the events leading up to an incident and the actions taken following this. These may be required should a parent challenge the actions taken by staff in school to ensure pupil and staff safety.

### **Leaving the school site**

Any child who leaves the school site without permission during the day will automatically face 5 consecutive days of missed breaks and lunches.

### **Behaviour Passports**

Any child exhibiting severe behaviour on a regular basis will have a behaviour passport to remind them of their targets.

- In EYFS and KS1 the passport is in the form of a poster on which to collect smiley faces and earn a reward at the end of the week.
- In KS2 children are given a passport which they have to take responsibility for, collecting positive ticks against the targets they are meeting each session. This passport is reviewed at the end of the week with the Assistant Headteacher or Head of School.

### **2.4 LUNCHTIME SANCTIONS:**

All adults on duty at lunchtime have authority to discipline the children.

- Any child who ignores reasonable requests will be given a warning.
- On a second occasion the child will be given a "last chance" and have 5 minutes timeout on the bench to remedy their behaviour.
- On the third occasion the child will serve a timeout for the rest of lunch in the hall, supervised by the senior MDSA. The class teacher will be informed.

- Any serious rule breaking (violence, swearing, defiance) the child will be sent to the hall – they will consequently miss 3 days of breaks and lunch as stated in section 2.3.

## **2.5 DETENTION**

If a child loses their entire break on two separate occasions in one week they will be issued with a detention

- KS1 pupils will serve this detention for 30 minutes during a lunch break
- KS2 will serve this detention for 30 minutes after school .

For afterschool detentions parents/carers will be informed in writing, or telephoned, well in advance to ensure appropriate notice. DfE guidelines are clear that parental support for these sanctions is expected as a result of the child attending the school – however, as long as sufficient notice is given, their consent is not required.

During this detention, children will do the work that their behaviour had prevented them from completing at an appropriate standard and with the member of staff to whom the child had demonstrated such negative and non-compliant behaviours.

Generally, detention is disappplied for our children in the Foundation Stage.

## **2.6 BEFORE AND AFTERSCHOOL CLUBS IN SCHOOL**

The expectations of the conduct and attitudes of pupils attending any before or after school clubs is in line with school policies. If there are persistent outbursts of inappropriate behaviour either during school time, or during the club session, the school reserves the right to withdraw places. This will generally be for a fixed period. However, the school reserves the right to permanently withdraw a place at any of our clubs (breakfast or after school) by exercising our duty of care if a child's behaviour places themselves, other pupils and/or staff at further or increased risk.

## **2.7 BULLYING**

Zero tolerance is applied to all forms of bullying; the Executive Head Teacher and all staff have a statutory authority to discipline pupils for bullying behaviour which occurs in school and, in some circumstances, outside of school. Poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school can result in sanctions being applied at school. These sanctions will be as outlined within the sanctions section 2.2 and 2.3

Further details about our approach are found within the Anti-Bullying Policy.

## **2.8 FIXED TERM AND PERMANENT EXCLUSIONS**

The Headteacher has the power to exclude a pupil from school, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The behaviour of pupils outside school can be considered as grounds for exclusion and is considered by the headteacher on a case-by-case basis. It is our



commitment to take reasonable steps to set and mark work for pupils within the first five school days of an exclusion.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a £50 penalty.

Where parents dispute the decision made by the Head Teacher to exclude a pupil, they may consider making a representation to the Governing Body, who have a legal duty to consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion. This duty applies if the pupil would be/has been excluded from school for more than five school days, but not more than 15, in a single term. If the exclusion takes the pupil's total days of exclusion above 15 for the term the Governing Body must convene a meeting to consider reinstatement within 15 days of receiving the notice of the exclusion.

When requested to do so by parents, the Governing Body must always consider the exclusion but DOES NOT have the power to overturn the Head Teacher's decision.

Where parents dispute the decision of a Governing Body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. This panel can direct a Governing Body to reconsider its decision but cannot legally force them to do so.

Parents will be expected to attend a re-integration meeting following any fixed period of exclusion.

### **In Extreme Cases**

- The Headteacher and staff authorised by the Head Teacher, may be asked to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs, stolen items or items which may cause injury or damage to property.
- The general power to discipline enables a staff member to confiscate, retain or dispose of a pupil's property, this includes mobile telephones. Such confiscated items will be locked away for safe keeping until the end of the school day. If an item is then confiscated again, it will be kept until the end of the week, and then a term if necessary. On such occasions the parent/carer will be asked to collect the item(s).

### **2.9 Reasonable Force:**

All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. A range of personnel are trained in de-escalation techniques and positive intervention. Pupils who are at risk of regularly requiring such interventions will have their own personal handling policy along with a risk assessment, written in collaboration with the teacher, TA and SENCo.

### **MONITORING**

The Executive Headteacher and Head of School monitors the effectiveness of this policy on a regular basis and discusses the systems and procedures with staff each term. The effectiveness of the policy is shared with the Governors via the Headteacher's report, and if necessary, recommendations for further improvements are made. Governors in the School Improvement Committee also have opportunity to see the school during the school day to monitor the atmosphere and ethos.

All sanctions are recorded on the Behaviour Tracker. At the end of a term the Heads of School/AHT analyse the tracker looking at trends and patterns; they also use this information as one of the indicators of the policy's effectiveness.

Staff will be challenged to be reflective of their own practice and by Senior Leaders to ensure the consistent approach is followed.


This policy will be reviewed in Autumn 2019.

Also available:

- Guide for Parents/carers
- Guide for Staff
- Posters for children
- School Rules posters
- Home/school partnership agreement

# Policy in Practice guide for Parents (A5 leaflet)

## Positive Behaviour Policy



### A guide for parents/carers

2018-19

### Kersall Drive Campus

#### The aim of this guide:

At Heathfield Primary and Nursery School we like to work alongside parents/carers and encourage children to develop as fully as possible. This guide explains how we continue to promote good behaviour through our Positive Behaviour policy. The full policy can be found on our website [www.heathfieldprimary.org.uk](http://www.heathfieldprimary.org.uk)

#### The Rules:

We expect our pupils to be "Ready, Respectful and Safe"

There are five school rules that explicitly state our expectations for pupils conduct in all areas of school life. These apply to all children in school and are on display for all to see:

- 1) Do as you are asked the first time.
- 2) Keep your hands, feet and hurtful comments to yourself
- 3) Listen carefully and with respect.
- 4) Do your best at all times.
- 5) Respect other people's property.

#### What to expect if your child attends Heathfield

On admission, parents/carers are asked to read and sign our home/school agreement which agrees to them supporting the school in following the behaviour policy.

#### The staff will:

- exemplify calm and consistent behaviour
- give their first attention to the best conduct
- follow relentless routines
- give the same message to all children in regards to conduct
- ensure sanctions are followed up
- help children to grow in a safe and secure environment enabling them to become positive, responsible and increasingly independent members of the school community.
- update parents/carers with regards to behaviour through a variety of methods:
  - Green, Orange or Red slips
  - Phone call/text message
  - Letters
  - Face to face conversations
- reward good behaviour which meets our high expectations
- celebrate the best behaviour in class and in assemblies

Disruption in a classroom affects everybody. Teachers have to stop teaching and children stop learning. Every child deserves to come to school to learn and any behaviour which prevents this from happening will be dealt with appropriately.

Many children follow the rules every lesson, every break time, every day. These children are our Heathfield Always children and we recognise the important role these children have in school and the impact this can have on their future life choices.

We have high expectations and will ensure we work in partnership with parents/carers so that all children meet these expectations.

#### The Role of Parents/carers

The Department for Education states that: "Parents have a clear role in making sure their child is well behaved at school."

We expect that our parents/carers will:

- support their child's learning and behaviour in school
- be positive role models to the children
- conduct themselves appropriately whilst on school premises, especially when talking to children, staff or other parents
- build good home/school partnerships, communicating with key adults as a first contact (class teacher/teaching assistant)
- support decisions made by school in an effort for children to reach their potential
- ensure a good routine is in place at home so children are ready for learning at school
- communicate with school as early as possible to share key information which can support us in working with your child
- provide school with at least 2 up-to-date emergency contact numbers

#### Who to speak to about behaviour?

We aim to deal with any queries or concerns as soon as we are aware of the issue so please speak to a staff member.



Teachers have more time at the end of the day for conversations as this does not impact on learning time. If you want to speak to the class teacher please wait until the other children have been dismissed.

There is also an enquiry form at the office which can be completed and a member of staff will get back to you at a convenient time.

#### Heathfield Behaviour Policy at a Glance

Children can expect to receive a variety of rewards for following the rules:

- Stickers
- Positive points (Dojos)
- Certificates
- Wristbands
- Notes home
- Prizes
- Special award trophies
- Book vouchers

As well as a number of reward systems we also have a tiered approach to sanctions. It is set out clearly in the table below. This is on display in every classroom and shared space and is referred to with the children so they understand the consequences to their choices.

| ★ Above and beyond recognition ★                |   |
|---|---|
| ★ ☺ Positives and Rewards ☺ ★                   |   |
| Star of the Week and Achievers assembly         |   |
| ★ ☺ Double positives for target behaviour ☺ ★   |   |
| Reminder  | Remember the rules  |
| Warning   | Think carefully about your next step                                    |
| ☺ Last Chance ☺<br>– 5 mins                     | 5 minutes off break, lunch or home time                                 |
| ☺ Thinking time ☺                               | Remember the rules<br>Think carefully about your next step              |
| ☺ Time Out ☺<br>– full break                    | EVFS with your teacher<br>KS1 with your teacher<br>KS2 with Mr Battison |
| 2 full breaks in a week<br>30 minutes Detention | KS1 lunchtime<br>KS2 afterschool  |
| 5 full breaks in 3 weeks                        | Meeting with parent/carer   |
| Any hurting, swearing, bullying                 | 3 breaks 3 lunches  |

Colours indicate which slip will be sent home to inform parents/carers of behaviour in school

## Policy at a glance – a guide for children

★ Above and beyond recognition ★

★ 😊 Positives and Rewards 😊 ★  
Star of the Week and Achievers assembly  
Golden Time

★ 😊 Double positives for target behaviour 😊 ★

Reminder

Warning

Think carefully about your next step

😞 Last Chance 😞

5 minutes off next break time and Golden Time

😞 Thinking time 😞

😞 Time Out 😞

lose full break

Any hurting, swearing, bullying

Miss 3 breaks & 3 lunchtimes

2 full breaks in a week = 30 minutes Detention

KS1 at lunchtime KS2 after school

5 full breaks in 3 weeks

Meeting will take place with your parents

