

Heathmere Primary School – Behaviour Policy



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Role: Deputy Head
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Introduction

Heathmere is an inclusive school which welcomes all children from the local community. The purpose of this policy is to ensure that all children in the school are able to learn, grow and develop in a school that is safe, welcoming and calm. The behaviour policy is underpinned by the school's values: respect, resilience and high expectations. Children are expected to demonstrate good behaviour. It helps everyone to learn and keeps everyone safe – it improves the enjoyment of all aspects of school.

At Heathmere:

- all children have the right to an education and the right to be safe;
- all pupils need to demonstrate good behaviour in order to make progress with their learning;
- all pupils can make positive choices about their behaviour and should do in lessons, in the playground and in all other areas of the school (e.g. corridors and dining hall);
- all reasonable steps should be taken to ensure children are able to make positive choices (e.g. by ensuring they are able to access learning in the classroom);
- there are often underlying reasons for persistent poor behaviour and all adults in the school will seek to identify them, and take steps to provide support. Some children may require personalised systems, separate from the provisions in this policy, in order to manage their behaviour;
- good choices of behaviour should be recognised and rewarded;
- behaviour which disrupts the learning of other children will be addressed and there will be consequences for children who behave in this way;
- a positive, respectful relationship between children, teachers and parents is critical to ensure good behaviour - we are a no-shouting school;
- it is important to teach a broad and balanced curriculum, including opportunities for children to understand their rights and responsibilities.

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This policy is supported by - and should be read in conjunction with - a range of other school policies, including those relating to Special Educational Needs, Attendance, Anti-Bullying and Safeguarding. The policy has been reviewed by all staff and pupils during April/May 2017 and this current policy reflects comments and suggestion made during the review period.

Equal Opportunities

The Governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. This policy recognises the school's legal duties under the Equality Act 2010, in respect of safeguarding and of pupils with special educational needs (SEN).

Behaviour policy: rewarding positive attitudes to learning

At Heathmere, the behaviour management system is referred to as 'Going for Gold'. The system has been developed jointly by staff and children at the school. 'Going for Gold' clearly sets out the rewards for positive behaviour as well as the consequences for children who do not display good behaviour.

The principles behind 'Going for Gold' are based on: children having a clear understanding of the expectations for behaviour; consistency across different classes and year groups; and providing opportunities for children to reflect and to 'turn around' any poor behaviour (e.g. by providing opportunities for 'time out').

Full details of the 'Going for Gold' system are contained in the Annex to this policy. A detailed description of expected behaviour ('Gold behaviour') is also contained in the Annex – this was developed jointly by teachers and children, and was reviewed by School Council in May 2017. Both of these documents are displayed in every classroom.

The 'Going for Gold' system is supported by our reward system which includes: 'Going for Gold' reward afternoons for children/classes who have earned the most 'Golds' in a half-term; house (dojo) points; the 'Going for Gold' shop where 'Golds' can be exchanged for prizes or other rewards; certificates/stickers for 'Star of the Day' in each class; afternoon tea with the Headteacher for 'always children'; weekly 'Celebration Assembly' with certificates for children who have shown good behaviour; 'Golden Time' on Friday afternoons. Some children have their own personalised reward systems, such as sticker charts. In addition, school staff are expected to develop a regular dialogue with parents – this includes positive feedback and comments about their behaviour in school.

Behaviour policy: responding to poor attitudes to learning

There are occasions when a child's attitude towards learning may be poor. This can be demonstrated in a variety of ways and the response to behaviour depends on the nature of the incident. It may, include 'low-level' behaviour such as calling out or not following instructions or more serious incidents, such as

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deliberately damaging property or being verbally or physically aggressive. Incidents such as these may be an infrequent occurrence for a particular child or may be part of a more regular, frequent pattern of poor behaviour. For some children, poor behaviour may be a sign that they are worried or concerned about issues inside or outside of school and can also be a signal for safeguarding concerns. All these factors need to be taken into account when responding to poor behaviour.

As a basic principle, the most effective way to address these incidents is to take steps to avoid them happening in the first place. At Heathmere, this is done by ensuring all adults play their part in:

- establishing positive, respectful relationships with all children;
- planning and delivering lessons based on children's needs and abilities;
- providing support for children in lessons so that children can access the learning and be successful in each lesson;
- identifying any potential problems and acting quickly to address them before they escalate. This includes using a wide range of behaviour strategies at a 'low-level' (in class, for example, this may mean re-focussing a child on their learning, rather than immediately giving a warning);
- listening to children's views and taking steps to find out their point of view.

If there is an incident that needs to be addressed, the 'Going for Gold' ladder (see Annex) sets out the steps to be taken, alongside the more detailed guidance (also see Annex).

Bullying

Incidents of bullying are managed in line with the school's anti-bullying policy and the two policies should be read together. The policy sets out our definition of bullying and outlines the different forms bullying may take, as well as the steps the school takes to educate children about bullying and to prevent bullying incidents occurring.

Bullying will be treated as 'red' behaviour and will be dealt with very seriously. Allegations of bullying will be fully investigated by a member of SLT and all incidences will be logged and monitored – information about bullying incidents will be shared widely with all staff involved. In all cases, parents will be informed and a meeting with a member of SLT will be held. If necessary and appropriate, police will be consulted. The perpetrator will be offered help and support to address their behaviour.

Use of 'reasonable force'

As a last resort, adults in school may use reasonable force to restrain a child – this will only be used to prevent pupils committing an offence, injuring themselves or others, damaging property or to maintain good

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order. This will be used in line with the school's physical intervention policy and the Government's guidance on reasonable force:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Managing consequences

Consequences should be given if a child has shown poor behaviour. They should be:

- in line with the behaviour policy;
- proportionate to the incident;
- based on an understanding of the child, including circumstances which may be affecting their behaviour;
- based on whether this is an isolated or frequent incident;
- informed by the extent the child accepts the consequence and is willing to apologise or make amends.

Consequences should be given when the child is calm and ready to discuss the incident. Wherever possible, if a child is 'on red' a discussion should take place between a member of SLT, the child and the adults involved. The purpose of this conversation is to establish the facts, explain the consequences and to resolve the problem – at Heathmere, this is referred to as 'fixing it'.

Depending on the nature of the behaviour, the needs of the individual child and also the age of the child, other consequences can be given in addition to or alongside those set out above. These include:

- verbal or written apology;
- removal from class for an extended period missing a period of break or lunchtime play;
- 'pay back' of learning time during or after school;
- being placed on a behaviour report;
- 'community pay back' (such as tidying a messy area of the class);
- referral to third parties (such as the Pupil Referral Unit) for support, advice or assessment;
- fixed term internal or external exclusions (external exclusions will follow guidance from Wandsworth Local Authority Exclusion policy).
- permanent exclusion.

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If a teacher or member of staff believes other consequences are appropriate (for example, removal of an invitation to represent the school at a sporting event), then they may be put in place at the discretion of the Headteacher or Deputy Head. The teacher should inform parents/carers of any incident which is reported on a blue or green form (see Annex), as well as routinely keeping parents informed about their child's general attitude to learning.

If appropriate, the school can issue consequences for behaviour which happens outside of school (e.g. on the way home from school or if the incident occurs on-line). This is in line with Government guidance:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

On occasions, behaviour may raise safeguarding concerns. Where this is the case, the members of staff will follow the school's safeguarding policy. School staff will also consider whether ongoing disruptive behaviour is the result of unmet educational or other needs. In these circumstances, the school will review the provision for the child, including the class teacher, Inclusion lead and other members of SLT and school staff as appropriate. The school will also consider whether other agencies should be involved at this stage.

Behaviour in the playground

High standards of behaviour are expected on the playground, as well as in the classroom during learning time. Any incidents in the playground will be resolved by the adults on duty – this may include verbal apologies or periods of time out in the playground. Playtime incidents will be reported to the child's class teacher (verbally and by completing a green incident form) and further consequences issued as necessary. A green form results in 5 minutes being removed from any earned Golden Time.

Maintaining records

Any incident where a child is on red will need to be recorded on a 'blue form' and handed to a member of SLT. This needs to be completed on the day of the incident by the adult concerned and, wherever possible, a discussion needs to take place to agree consequences on the same day. Where the incident is not being reported by the class teacher, the adult involved will notify the class teacher about the incident. The Deputy Head will then maintain a central record of all blue forms.

Additionally, any incident of poor behaviour on the playground will need to be recorded on a 'green form'. This needs to be completed on the day of the incident and, wherever possible, resolved on the day of the incident. The adult completing the form will need to notify the class teacher and then give the form to a member of SLT.

Support for children with Special Educational Needs

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Children with special educational needs will be supported according to their needs identified in the SEND Support Plan and this will be taken into account when managing any incidents. This may mean that the behaviour policy is adapted so it is appropriate for each individual child.

Other support for children and families

We fully recognise that children at Heathmere can face challenges in their lives which can make it hard to make positive choices about their behaviour. We are committed to supporting children and their families and do so in a variety of ways, offering a solution-based approach. First and foremost, we are an open and welcoming school where parents/carers and children are encouraged to discuss issues with class teachers or a member of the Senior Leadership Team. In addition, there is an in-school counselling service (Place2Be) for targeted children who may benefit from additional emotional support. The school works closely with a range of external agencies, including Children's Services, Educational Psychologists and various family support projects.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

Roles and responsibilities

The Headteacher and Senior Leadership Team will:

- implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy;
- implement other related policies, including those related to Special Educational Needs, Attendance, Anti-Bullying and Safeguarding;
- keep records of all reported incidents of poor behaviour;
- report to Governors on the effectiveness of the policy;
- ensure the health, safety and welfare of all children in the school;
- report to/meet with parents/carers as necessary;
- consult stakeholders on the implementation and development of this policy (this includes members of staff, children and Governors);
- complete risk assessments for children who are presenting risk of harm to themselves or others;
- investigate and act upon any malicious allegations against school staff (to be carried out by the Headteacher or referred to the Chair of Governors if the allegation is made against the Headteacher). Consequences will be judged on a case-by-case basis at the discretion of the Headteacher and will be proportionate with other measures in the behaviour policy.

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The school (including teachers and other teaching staff) will:

- implement the school behaviour policy;
- teach children about, and expect children to follow, our school values: respect, resilience and high expectations;
- establish positive, supportive relationships with children – listen to parents and children and communicate in a calm and professional manner;
- provide a safe, happy and healthy place for children to learn and play, regardless of gender, race, culture, belief, values or age;
- help children achieve their potential by ensuring high quality teaching, including regular homework and teach an interesting, balanced and stimulating curriculum, with learning that is appropriate and challenging for your child;
- celebrate children’s achievements with a clear systems of rewards;
- have high expectations for behaviour, with a clear system for consequences, and deal promptly with behaviour which impacts on learning or the well-being of children;
- communicate regularly with parents about children’s progress, punctuality, attendance, behaviour and achievements;
- be open, welcoming and keep parents informed about school activities and encourage parents to become fully involved in their child’s learning.

Pupils will:

- follow the school behaviour policy;
- follow our school values by: respecting other people and property; being resilient; and having high expectations for their behaviour and attitude towards learning

Parents, Carers and Families will be encouraged to:

- ensure their children to have a positive attitude towards school by supporting the school values: respect, resilience and high expectations;
- celebrate their child’s successes, efforts and achievements and support the school’s policies around consequences for poor behaviour;
- support their child’s learning by attending meetings or discussions, asking to see the class teacher, Head or Deputy if there are any concerns;

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- talk to all staff, other parents and children in a calm and polite manner;
- tell the school if there are any problems which may affect their child's learning or behaviour.

The Governing Body will:

- support the school in the implementation of the policy;
- support the school with its expectation of good behaviour;
- monitor and review the effectiveness of the policy.

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ANNEX 1: GOING FOR GOLD: ‘BEHAVIOUR LADDER’

	Behaviour	Reward/Consequence/ Actions
Gold	‘Gold behaviour’ across a whole day	Get to ‘Gold’ on the class display Earn 5 minutes Golden Time Sticker on chart – exchange 10 for a reward Top class – choosing afternoon each half term
Silver	‘Gold behaviour’ for at least half of the day	Get to ‘Silver’ on the class display Earn 3 minutes Golden Time
Green	Starting to show ‘Gold Behaviour’	
Reminder	Low level disruption (e.g. talking in class, not listening, not following instructions, answering back, being uncooperative, constant fiddling with belongings, calling out, disturbing others, running/pushing in the corridor, arguing, inappropriate language/ unkind words, being ‘in the wrong place’, not being truthful)	Child is reminded of ‘Gold behaviour’ Low-level intervention and positive behaviour management strategies to support the child to re-focus on learning If the child stops their low level disruption they should be praised and reminded about aiming to get to Gold.
Amber	Continued low level disruption	Name is put in the Amber section of the classroom display and reminded of expectations 5 minutes time out – in or out of class Any missed learning completed (e.g. at break time) If the child stops and settles back in class they should be praised and promptly returned to green If the 5 minutes time out is not accepted or the child is disruptive during the time out then they should immediately move to persistent amber A member of SLT can be contacted at this point if needed
Persistent Amber	Continued low level disruption	30 minutes time out to be completed out of class - either in another classroom or with a member of SLT Any missed learning to be completed (e.g. at playtime or after school) Parents informed by class teacher
Red	Continued amber behaviour. OR: A more serious incident, such as: Fighting, racist language, bullying, deliberately damaging property, hurting someone on purpose, throwing objects in the classroom, swearing, persistent or serious lying, stealing, violence, serious disobedience e.g. refusing to do what an adult asks, biting, leaving the classroom, aggressive or threatening behaviour	Removed from class. Out of class for the remainder of the day (or at least until the end of the session), or for a further period at the discretion of the HT/DH. Incident must be resolved between child and adult/children concerned. Other consequences may be put in place, such fixed term exclusion (internal or external) No Golden Time. Incident (‘blue’) form completed by Class Teacher – sent to DH/HT Parents informed by class teacher Three incidents of Red behaviour in a half term: parents notified by letter and meeting held.

ANNEX 2: FURTHER GUIDANCE ON MANAGING BEHAVIOUR

Going for Gold ladder

Each child starts the day on 'Green' and, by showing good learning attitudes, has the opportunity to progress to 'Silver' and then to 'Gold'. In every class, the teacher will review learning attitudes with the class – this will take place before lunch and at the end of the day. At this point children will be moved on the class display to Silver (at lunch time) or to Gold (at the end of the day). Children will then be rewarded for 'earning' Silver or Gold - they will earn minutes for Golden Time and also will collect 'points' for each Gold which can be exchanged for rewards.

Managing 'low level' incidents

Time Out

For a low level incident, a reminder should be given to the child and attempts should be made to focus on the learning activity. If this is unsuccessful, then the child is given 5 minutes time out – this is with a timer and is generally taken outside the classroom (depending on the child and whether there are other children taking time out, it may be appropriate for a child to have their time out in class, or for them to have it outside of class and be supervised, or for them to be escorted to a different area of the school). The child is then on 'Amber' and returns to class - missed learning needs to be completed at the next opportunity (e.g. break time).

If the behaviour improves then the child can continue in class. They can still be moved 'up' the ladder to green and to silver as part of the lunchtime and end of day review – they can still get to gold, if behaviour significantly improves.

Persistent Amber

If poor behaviour persists, then the same sequence of responses is followed (i.e. attempt to focus on learning/use of behaviour management strategies, followed by time out if these aren't successful). The child is then given 30 minutes time out and is on 'persistent amber'. This time out is usually taken in another classroom, but consideration needs to be given to the child involved and the impact of them entering another classroom – it can be more appropriate for them to be escorted to another area of the school (e.g. to the Deputy Head's office). This needs to be recorded on the class Going for Gold recording sheet – parents/carers must be informed on the same day of the incident. They can still be moved 'up' the ladder as part of the lunchtime and end of day review (however, they would not be able to get to Gold).

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'Red behaviour'

If poor behaviour still persists after returning to the class, then the child will not be able to stay in class and is 'on red'. A member of SLT needs to be notified immediately. The time out of class will usually be for the rest of the session (i.e. either for the rest of the morning if the incident happens early in the day or for the rest of the afternoon) or for the whole day. The exact amount of time will be decided in discussion with a member of SLT and the class teacher. A blue form needs to be completed – parents/carers must be informed on the same day of the incident and the child will not have Golden Time during that week.

Children requesting time out

On occasion, children may ask for time out in order to manage their own learning attitudes. Teachers can allow this but need to monitor the frequency of these requests – if they are happening too frequently then alternative strategies need to be used (e.g. moving to a new seat, different support in class etc). Children must also catch up on missed learning, if appropriate. Children can still move 'up the ladder' as part of the lunchtime and end of day review – they can end up on Gold even if they have taken a time out.

Managing more serious incidents

If there is a more serious incident then immediate action needs to be taken (the types of behaviour considered to be 'more serious' are set out in the Going for Gold ladder). For a more serious incident, the child needs to be immediately escorted from class and be supervised until they are settled or a member of SLT is available. They will then be 'on red' and a consequence will be put in place, in agreement with the adults involved, the class teacher and a member of SLT. In most cases this will mean a child is out of class until the end of the day. The consequence can be deferred or carried over to subsequent days. The child will not have Golden Time and a blue form needs to be completed.

ANNEX 3: 'GOLD BEHAVIOUR'

Gold Behaviour



We are respectful:

We are polite, use kind words and have good manners
We listen to instructions and follow them straight away
We help each other
We have positive body language
We use quiet indoor voices in school

We are resilient:

We are determined to improve
We try our best
We never give up with our learning
We come to school every day that we can
We concentrate and ignore any distractions

We have high expectations:

We meet our learning targets
We wear the correct uniform
We walk calmly
We tidy up and look after school resources
We use 'school language' and speak in full sentences

ANNEX 4: GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

Heathmere



**Respect Resilience
High expectations**

Heathmere is an inclusive school. This means all children are welcome here and it is important that children feel valued and included by staff and by each other.

The governors at Heathmere believe that all children in the school are able to learn, grow and develop in school when it provides an environment that is safe, welcoming and calm. Children feel safe where behaviour boundaries are clear, consistently upheld and understood by everyone.

Governors support the fact that the behaviour expected from everyone is underpinned by the school's values: respect, resilience and high expectations. Children are expected to demonstrate good behaviour. It helps everyone to learn and keeps everyone safe. Most importantly, it improves the enjoyment of all aspects of school for children. Rules and regulations are kept to a minimum and are child-friendly. Children participate in aspects of creating expectations, making an important contribution to the anti-bullying policy.

Governors take all forms of bullying, harassment or discrimination very seriously. Making a child feel 'less than' or not good enough because of their gender, race, ethnicity, religion, sexuality, disability or any other (protected) characteristic is not acceptable. Heathmere is clear that this sort of behaviour is not acceptable and can have the most serious of consequences.

Sometimes children may really struggle to behave well. Governors support the graduated approach taken at Heathmere to supporting children to improve their behaviour. This is adjusted for children's age and maturity. We also support the use of rewards for good behaviour, especially the use of 'the always child', who is noticed for always doing the right thing. Heathmere has adopted a positive behaviour culture, where children are given responsibilities, encouraged to speak up when there are issues and to take opportunities to access support if they need it (for example Place2talk). The behaviour policy sits within the wider inclusive culture and practice of the school.

There may be times when some children are facing particular challenges, experiencing mental health difficulties, bereavement or other loss, or have a Special Educational Need or disability which is making good behaviour in the classroom and around school difficult. Governors support the work of staff at Heathmere, to put in place support and reasonable adjustments to help these children at all times. However, governors have a duty of care to ensure all children are kept safe and where one child continues to jeopardise the safety of other children or staff in spite of support, then governors will support exclusion and a change of education provision.

Sarah O'Flynn 16.10.17