



# **Behaviour Policy**

**September 2017**

## ***Introduction & Aims***

At Heatherley we believe that a child who has positive self-esteem rarely exhibits behavioural problems. We want children to be happy and interested in their learning and be able to enjoy school life to the full including feeling safe. As such, a fundamental school aim is to develop a positive school ethos whereby children are presented with opportunities to develop positive attitudes fostering self esteem, confidence and emotional well-being.

All staff encourage children (using the equality indicators) to be caring, considerate and polite to others at all times. Children are taught to respect the world in which they live.

Teachers plan activities via timetabled PSHCE / "Be the Best" sessions to enable children to appreciate each others similarities and differences. At Heatherley we have high expectations of both ourselves and the children and through negotiation with staff, children, parents and governors, the following guidelines have been formed as the basis of our behaviour policy.

## **Committed to the best**

### **School Aims**

(**School motto-** striving to be the best we can be through the process of continuous School Self Review)

- We will provide the best quality education and care, promoting high expectations of ourselves and others to enable all to reach for the highest standards possible. (Expectations)
- We will maintain a positive school ethos and acceptance of the individual whereby children are presented with opportunities to develop positive attitudes fostering self esteem, confidence, emotional well-being and independence.(Ethos, attitudes and behaviour, )
- The Heatherley Community will work together to provide an excellent variety of enjoyable and challenging educational experiences to achieve success. (Partnership in learning)
- We will further encourage learning and make it real through links with the community and business. (Attitude beyond school, looking to the future.)
- We will celebrate, enjoy and take pride in our achievements both within our school and in the extended community. (Ethos)
- We will encourage individuals to care both for themselves, each other and their environment so that children are healthy, feel safe and are happy to learn. (Attitudes and behaviour)

## ***Teaching Appropriate Behaviour***

A great deal of teacher time can be lost through the management of children's anti-social/inappropriate behaviour both in the classroom and during playtime.

Anti-social/inappropriate behaviour includes:

- poking and interfering with other children
- deliberate high noise levels
- wandering from place to place, off task
- calling out or interrupting
- running in school
- kicking
- bad language/swearing
- bullying, of any kind
- rudeness
- neglect of equipment/damage to school property
- cyber bullying/inappropriate use of ICT (see anti-bullying policy)

Much of this can be addressed by teachers and adults teaching appropriate, and therefore, acceptable behaviour both within the school setting and wider environment and leading by example. At Heatherley, staff will do this via timetabled PSHCE/ "Be the Best" sessions, addressing issues regarding self esteem and through fair and consistent use of classroom/school rules. Any child who does not respond to this will be closely monitored and parents will be informed together with outside agencies, should this become necessary.

## ***Establishing Rules***

At Heatherley all staff agree that:

1. Clear and consistent communication is the key to good discipline. Teachers must know exactly, at all times, what they want children to do and communicate this effectively. Children need to know what we as adults consider to be appropriate/inappropriate behaviour.
2. Each teacher devises suitable rules, open to re-negotiation termly/half termly in conjunction with children in their class. These rules are displayed within the classroom and referred to as appropriate.
3. Any rules negotiated between staff and pupils must be specific, positive, observable and be limited to a few, for example:
  - Listen when others are talking
  - Always try your best
  - Follow instructions carefully
  - Respect school and other people's property
4. Rules need to be applied fairly and consistently in order to have any effect upon long term behaviour. The consequences of not following rules need also to be established.
5. The purpose of any classroom rules should ultimately enable children to act appropriately and independently within the classroom situation.

## ***Recognising Good Behaviour***

To encourage children to follow rules/behave appropriately we recognise good behaviour in school in a variety of ways:

- verbal praise by adults and peers
- written praise on work including stamps
- work shown around school - to other staff/peers/headteacher/parents/governors
- “Star Assembly” - assembly recognition – parents invited to this
- termly Merit Award - one per class
- “Be the best” chart. A tick everyday to reward good positive behaviour
- Half termly/termly attendance certificates
- class teacher stickers – on clothes, encourages discussion at home
- motivational chart or class based systems (pebbles in jars / behaviour ladders)
- Golden Table – Lunchtime reward.

## ***House Points***

House points will be awarded daily when children display positive behaviour in all aspects of school; academic and non-academic. House points will be calculated weekly and announced in Monday morning assembly.

House Points can be awarded by all staff to children for a variety of reasons.

For example:

- Demonstrating a caring attitude towards peers
- Working to the best of their ability
- Good attendance
- Putting special effort into a piece of work
- Neatly presented work
- Positive attitude towards work
- Sporting achievement
- Taking part in competitions and events
- Helpful approaches to different situations

At the end of each half term, the house with the most points will receive a special prize. The other houses will also receive a treat in line with the points that they have earned ensuring that all children are rewarded for their hard work.

## ***Playtimes / Lunchtimes***

Playtimes should be a safe and happy time for all the pupils in our care. Playtime can be a time when inappropriate behaviour is exhibited by children who are prone to such activities within unstructured situations. At Heatherley we believe that if children are occupied and interested at playtime, then they are less likely to become bored and resort to unacceptable behaviour.

In order to encourage good behaviour and co-operation amongst our pupils, each class has the opportunity to play a variety of games and activities. Interaction between age groups is encouraged alongside the school ethos of creating a caring and safe environment for all.

Playdale equipment. We are very fortunate to have a range of low level climbing equipment. Children are aware of playing safely but are encouraged to take appropriate risks. Parents complete a form to allow their children to play whilst acknowledging that accidents may happen!

Children discuss with their teachers the consequences of unacceptable behaviour alongside activities to encourage good behaviour. Mid-day supervisors liaise with teachers on this.

Routines for end of playtime:

- Whistle – end of play system
- Teacher to blow whistle and everyone is to stand still
- Teacher holds up year group's card and those children walk down to their agreed lining up area.
- All teachers to collect children promptly and supervise them coming in.

### Sportsleaders

The Junior sports leaders in Year 5 have been trained to work with small groups of children and to lead them in various games and activities. They work on a rota system so each year group works once a week with them, which includes activities on the playground/field and in the courtyard at lunchtimes. They have their own equipment and equipment store and report to Miss Wilson for advice and leadership.

### Sensory Garden

To be used as an area for quiet reflection for small groups of children to enjoy as a privilege activity during break and lunchtimes. Children have passes to ensure that only selected pupils are using the garden appropriately.

## ***Bullying***

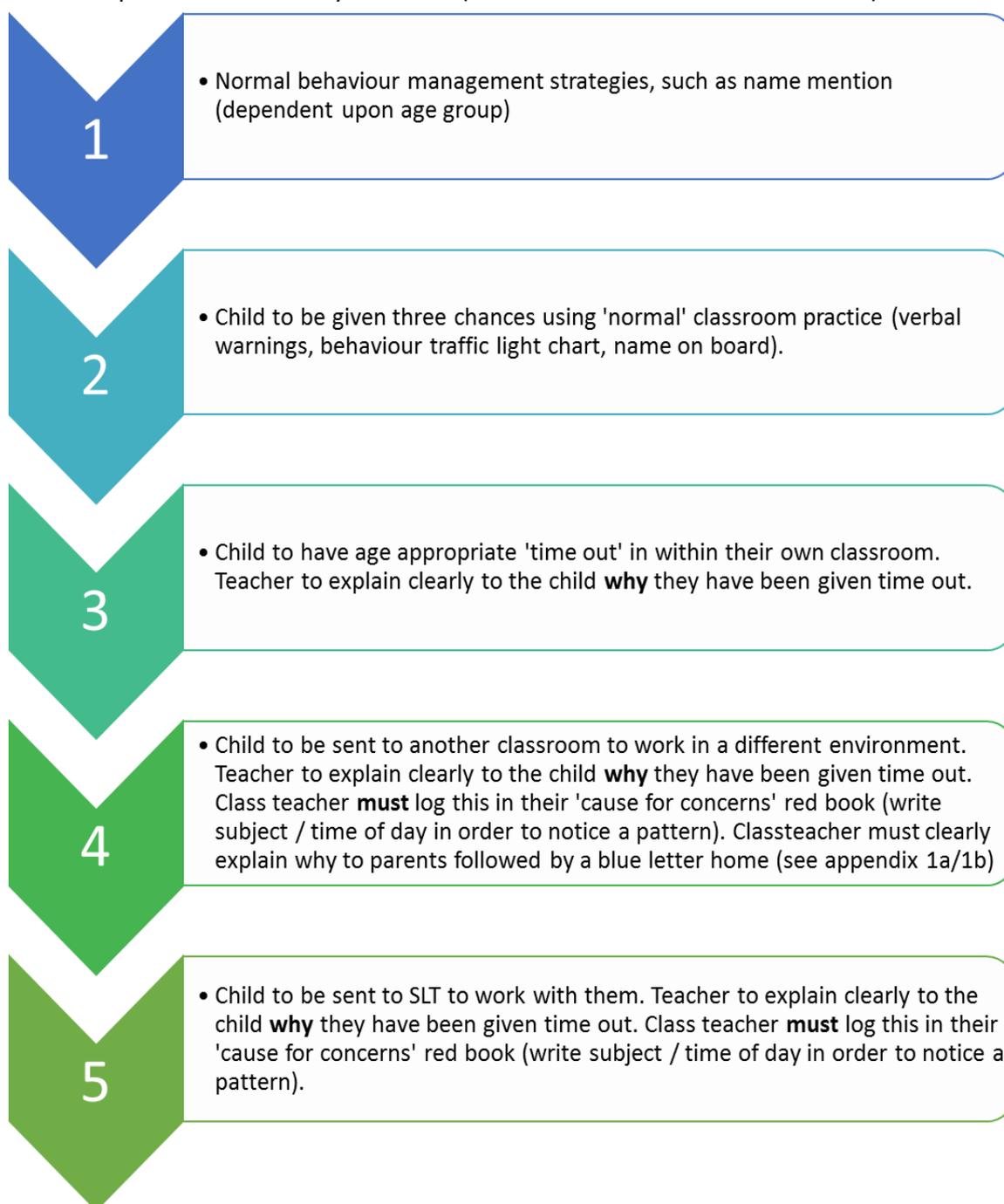
We aim to ensure all children are happy and safe whilst at school. We approach this in different ways in the classroom and with a whole school approach.

- Bullying is not tolerated at Heatherley Primary School.
- Staff at Heatherley Primary School perceive the term “bullying” as including any form of unwanted activity, (not as a one off which can be dealt with) but a recurrent incident with the same individuals (STOP Several Times On Purpose) – this links to our Anti-Bullying Policy and procedures.
- Children and staff discuss “What is bullying” frequently.
- Through PSHCE / “Be the Best” sessions and general classroom rules, children know the importance of making staff aware of any problems encountered. All older children are encouraged to develop life skills in dealing with difficult situations. However, all staff are vigilant in ensuring an absence of bullying at Heatherley Primary School.
- Every year, a themed ‘anti-bullying week’ is followed using SEAL & other materials by all year groups. Our school ‘say no to bullying’ booklet is updated by the children, promoted & distributed to parents as requested.
- We have a parent’s version of the policy / bullying booklet that was written by parents and is also published on our school website or is available upon request.
- Any incident of bullying will be investigated and children placed on a ‘Monitoring Process.’

## ***Consequences - choosing not to behave appropriately***

### **Consequences Flow Chart**

The majority of children respond to the “normal” type of behaviour management strategies a teacher employs within the classroom, such as “name mention.” Dependent upon the age group, the teacher will give children three chances, reminding them of the consequences should they continue (unless initial behaviour is so severe).



Of course, on occasion, if the behaviour is so inappropriate the child will be taken straight to the Headteacher and parents will be informed. (Deputy Headteacher / Member of the SLT in the absence of the Headteacher). This flow chart must be followed before monitoring process.

Copies of all letters to Deputy Head teacher, Miss Hanson.

## ***Discipline in School – Code of Practice***

The aim of having a formal disciplinary code of practice in school is primarily to ensure that there is consistency of approach across the school. It also serves as a clear indication of the schools expectations with regard to satisfactory behaviour in school. This document defines a series of stages which would eventually lead to the permanent exclusion of a pupil from the school.

The disciplinary measures described below are not intended to be punitive and negative but are designed as a formal process of support for an individual pupil who has not responded to the usual guidance and strategies offered as a matter of course.

Strategies that are common practice in school are generally typified as follows :-

- courteous and respectful contact with children
- use of pleasant humour
- low key response to early signs of difficulties
- valuing of contributions and achievements
- structured and prepared activities taking place in a friendly atmosphere
- staff and parents working in partnership
- giving children the opportunity to explore feelings, clarify values, work collaboratively and develop social skills
- opportunities for pupils to express their concerns about their learning environment and level of challenge
- firmly helping children to take responsibility for the outcomes of their behaviour
- being realistically selective about behavioural range
- acknowledging relative improvements in a child's behaviour and building positively upon them
- treating each child with humanity and entering into disciplinary procedures with a measure of concern which is based upon the positive care for that individual

The main purpose of this document is to outline the framework that will be used when the above fail to positively influence a child's behaviour.

## ***The Monitoring Process***

If a child has to be sent to the Headteacher, we have decided as a staff that this will be the beginning of the monitoring process i.e. the very first time of continuous inappropriate behaviour. As long as consequence flow chart has been followed prior to this.

### **Step 1**

- Headteacher will talk through incidents with the child - with appropriate admonishment
- Child told of monitoring time - two weeks observation and oral feedback to be given to child
- Headteacher will take child to work in another class (typically class of SLT)
- All staff, including Midday Supervisors, informed to monitor child's behaviour reporting any incidents to class teacher
- Parents informed by classteacher via proforma (Appendix 2)

### **Step 2**

#### **If no improvement in behaviour**

- Headteacher to talk to child again and take to another class
- Headteacher to inform parents by letter/phone outlined problems observed (Appendix 3)
- Further two weeks observation recording any concerns. Verbal feedback to parents and child
- Improved behaviour - back to Step 1 if necessary

### **Step 3**

#### **If no improvement in behaviour**

- Headteacher to talk to child - as above
- Headteacher informs parents and invites into school to discuss behaviour, agree targets and further procedure should behaviour not improve. Headteacher/Deputy Headteacher + classteacher to be present (Letter - Appendix 4)
- Further two week monitoring - verbal feedback to parents or as agreed during meeting

#### **If behaviour improves**

- Certificate of Improved Behaviour to be sent home
- Back to Step 2 observation

### **Step 4**

#### **If no improvement in behaviour**

- Headteacher to talk to child - as above
- Parents invited in as above - home/school behaviour book to be introduced - written monitoring and feedback for a further two weeks - formal monitoring of incidents looking at frequency of occurrence, circumstances, etc. (Letter - Appendix 4)
- Parents to be informed of possible Educational Psychologist (or other relevant agencies) involvement should behaviour not improve.

#### **If behaviour improves**

- Certificate to be sent home

## **Step 5**

### **If no improvement**

- Outside agencies informed/engaged to make further investigation into the incidents of inappropriate behaviour.
- Headteacher to inform parents
- Formal warning of exclusion (Appendix 6)

The monitoring process from Step 1→Step 5 should take no longer than eight weeks, when a child exhibits extreme behaviour, before appropriate agencies are contacted to provide advice. A serious act of inappropriate behaviour may have the effect of condensing the stages described above or result in a short term or permanent exclusion from a specific incident.

## ***Exclusion Procedure – To be updated in line with Notts guidance***

Whilst following Nottinghamshire County Council guidelines, the Headteacher and governors feel it necessary to have a clear plan of action. It is hoped that no child at Heatherley Primary School ever get as far as this.

### ***Step 1***

Should a pupil not respond to support and continues to exhibit inappropriate behaviour, a short term/fixed period exclusion may result (not exceeding 5 days). Judgement about the action to be taken will take into account the following criteria:

- the “usual” behaviour of the child concerned
- circumstances surrounding the incident
- evidence of remorse or desire to make good damage incurred
- the support from the parent/carer of child

The Headteacher will complete the relevant proforma.

Return to school will necessitate an undertaking to conform to school rules. Failure to do this or failure to act on the promises made (signed contract) will result in further short term exclusion (Appendix 6)

### ***Step 2***

Following the third short term exclusion, the Headteacher will consider whether the pupil will be permanently excluded from the school.

### ***Note***

A permanent exclusion may be instigated by the Headteacher, in the first instance, if behaviour is considered to be extremely inappropriate, within County guidelines

### ***\*New Amendment\****

Following recent changes it is now necessary for schools to provide a safe secure place for any child on a fixed exclusion extending beyond 5 days.

- Work must be provided whilst the child is absent from school.
- After 5 days of exclusion, Heatherley Primary must find alternative provision to educate.

**Appendix 1a**

Dear \_\_\_\_\_

I am sorry to inform you that \_\_\_\_\_ has had to work in another classroom today \_\_\_\_\_ to complete their work.

Please could you discuss this with him/her? Thank you.

We hope this is an isolated incident and we won't need to implement the next steps in our school behaviour policy.

\_\_\_\_\_ Class teacher.

Dear \_\_\_\_\_

I am sorry to inform you that \_\_\_\_\_ has had to work in another classroom today \_\_\_\_\_ to complete their work.

Please could you discuss this with him/her? Thank you.

We hope this is an isolated incident and we won't need to implement the next steps in our school behaviour policy.

\_\_\_\_\_ Class teacher.

Dear \_\_\_\_\_

I am sorry to inform you that \_\_\_\_\_ has had to work in another classroom today \_\_\_\_\_ to complete their work.

Please could you discuss this with him/her? Thank you.

We hope this is an isolated incident and we won't need to implement the next steps in our school behaviour policy.

\_\_\_\_\_ Class teacher.

Dear \_\_\_\_\_

I am sorry to inform you that \_\_\_\_\_ has had to work in another classroom today \_\_\_\_\_ to complete their work.

Please could you discuss this with him/her? Thank you.

We hope this is an isolated incident and we won't need to implement the next steps in our school behaviour policy.

\_\_\_\_\_ Class teacher.

Dear \_\_\_\_\_

I am sorry to inform you that \_\_\_\_\_ has had to work in another classroom today \_\_\_\_\_ to complete their work.

Please could you discuss this with him/her? Thank you.

We hope this is an isolated incident and we won't need to implement the next steps in our school behaviour policy.

\_\_\_\_\_ Class teacher.

**Appendix 1b**

Dear \_\_\_\_\_

I am sorry to inform you that \_\_\_\_\_ has not had a good play time today. They have had time out in another classroom today \_\_\_\_\_.

Please could you discuss this with him/her? Thank you.

We hope this is an isolated incident and we won't need to implement the next steps in our school behaviour policy.

\_\_\_\_\_ Class teacher.

Dear \_\_\_\_\_

I am sorry to inform you that \_\_\_\_\_ has not had a good play time today. They have had time out in another classroom today \_\_\_\_\_.

Please could you discuss this with him/her? Thank you.

We hope this is an isolated incident and we won't need to implement the next steps in our school behaviour policy.

\_\_\_\_\_ Class teacher.

Dear \_\_\_\_\_

I am sorry to inform you that \_\_\_\_\_ has not had a good play time today. They have had time out in another classroom today \_\_\_\_\_.

Please could you discuss this with him/her? Thank you.

We hope this is an isolated incident and we won't need to implement the next steps in our school behaviour policy.

\_\_\_\_\_ Class teacher.

Dear \_\_\_\_\_

I am sorry to inform you that \_\_\_\_\_ has not had a good play time today. They have had time out in another classroom today \_\_\_\_\_.

Please could you discuss this with him/her? Thank you.

We hope this is an isolated incident and we won't need to implement the next steps in our school behaviour policy.

\_\_\_\_\_ Class teacher.

Dear \_\_\_\_\_

I am sorry to inform you that \_\_\_\_\_ has not had a good play time today. They have had time out in another classroom today \_\_\_\_\_.

Please could you discuss this with him/her? Thank you.

We hope this is an isolated incident and we won't need to implement the next steps in our school behaviour policy.

\_\_\_\_\_ Class teacher.

**Heatherley Primary School**  
**Policy for Good Behaviour**

	Date .....
Dear .....	
I am sorry to tell you that.....	
has not followed our classroom rules by	
.....	
..... worked in ..... 's class	
We will observe his/her behaviour for rest of this week/next week.	
Please could you discuss this with him/her? Thank you.	
.....	(Classteacher)
.....	(Headteacher)

Parent/Carer response.	Date .....
Dear.....	
I have received your note about ..... 's behaviour.	
<input type="checkbox"/> I have spoken to him/her about it	
<input type="checkbox"/> I would like to discuss this further with my child's class teacher and would like to make an appointment.	
Please complete and return to school as soon as possible.	

**Step 1**

**Appendix 2a**

**Heatherley Primary School**  
**Policy for Good Behaviour**

Date .....
Dear .....
I am sorry to tell you that .....
has not had a very good playtime/lunchtime.
He/she.....
.....
We will observe his/her behaviour for the rest of this week/next week.
Please could you discuss this with him/her? Thank you.
..... (Classteacher)
..... (Headteacher)

Parent/Carer response.	Date .....
Dear.....	
I have received your note about .....’s behaviour.	
<input type="checkbox"/>	I have spoken to him/her about it
<input type="checkbox"/>	I would like to discuss this further with my child’s class teacher and would like to make an appointment.
Please complete and return to school as soon as possible.	

**Step 2**

**Appendix 3**

Date .....

Dear.....

I am sorry to have to inform you that, despite a previous letter sent home from the classteacher,  
..... is still behaving inappropriately in school.

.....'s behaviour will be observed for a further 2 weeks and any concerns will be recorded. Please discuss this with ..... Thank you.

Yours sincerely,

Mrs. D. Speed  
Headteacher

Date .....

Dear Mrs. Speed,

I have received your note about .....’s behaviour and have spoken to him/her about it.

I am/am not able to attend the appointment below

Comments:

Note: An appointment has been made with your child’s class teacher on \_\_\_\_\_ at \_\_\_\_\_ . Please speak to the class teacher if you need to rearrange a new time or date to speak to them.

Signed .....

Please complete and return to school as soon as possible. If you would like to speak to me further please indicate above or ring me.

**Step 3/Step 4**

**Appendix 4**

Date .....
Dear .....
<p>I am sorry to have to inform you that despite my previous letter ..... is still behaving inappropriately in school. I would like to invite you into school in order to discuss .....’s behaviour, agree targets for improvement and to outline further procedures should the behaviour not improve.</p>
<p>Yours sincerely,</p>
<p>Mrs. D. Speed Headteacher</p>

Date .....
Dear Mrs. Speed,
<p>I have received your note about .....’s behaviour and have spoken to him/her about it.</p>
<p>I am/am not able to attend the appointment below</p>
<p>Comments:</p>
<p>Note: An appointment has been made with your child’s class teacher on _____ at _____. Please speak to the class teacher if you need to rearrange a new time or date to speak to them.</p>
<p>Signed .....</p>
<p>Please complete and return to school as soon as possible. If you would like to speak to me further please indicate above or ring me.</p>

**Step 5**

**Appendix 5**

Date.....
Dear .....
<p>I am sorry to have to inform you that despite your visit/s to school on .....’s behaviour has not improved. Consequently, I have no alternative but to send this letter as a formal warning of exclusion, unless there is a marked improvement in behaviour immediately. Please feel free to come in to school to discuss the situation if you wish.</p>
<p>Yours sincerely,</p>
<p>Mrs. D. Speed Headteacher</p>

Date .....
Dear Mrs. Speed,
<p>I have received your note about .....’s behaviour and have spoken to him/her about it.</p>
<p>I am/am not able to attend the appointment below</p>
<p>Comments:</p>
<p>Note: An appointment has been made with your child’s class teacher on _____ at _____. Please speak to the class teacher if you need to rearrange a new time or date to speak to them.</p>
<p>Signed .....</p>
<p>Please complete and return to school as soon as possible. If you would like to speak to me further please indicate above or ring me.</p>

**Appendix 6**

### ***Re-Admission to School following Fixed Term Exclusion***

A meeting with parents, the pupil and Headteacher will be held following the exclusion period. The reasons for the exclusion will be discussed followed by expectations of appropriate behaviour at Heatherley. A behaviour agreement is then to be drawn up as a contract of re-admission to school.