



Havelock Infant & Junior Schools

Behaviour Policy

November 2023

Adopted by: Havelock Local Academy Board

Date: 14th November 2023

Policy Review Due Date: Autumn 2024

Positive Behaviour Policy

Context:

At Havelock Schools, we aim to create a consistent, calm, caring, safe environment in which children can work towards achieving their full potential. Every member of staff in school has a duty of care towards the children, regardless of their job role.

We believe that outstanding behaviour and attitudes to learning are achieved through building positive relationships and constant reinforcement. We follow these principles throughout the school:

1. Building positive relationships with children
2. Consistent calm adult behaviour.
3. Positive recognition and reinforcement of expected behaviours.
4. Scripted interventions
5. Restorative follow up

We follow three simple responsibilities: **be ready, be respectful, be safe**

Expectations

- All adults are responsible for the behaviour of all children in the school and not just those that they directly work with. Adults should act as good role models and this includes their actions and the style and tone of voice and language used to children.
- The behaviour blueprint (Appendix 1) and consequences for behaviour and rewards at Havelock will be clearly displayed in all classrooms and used consistently by all adults who work in our school.
- Children need to be taught and encouraged to become self-disciplined and to be responsible for their own actions in order to develop their confidence and independence.
- Children need to know the consequences of negative behaviour. They also need to understand that they can improve their behaviour and make a new start.
- Parents are informed of school expectations and will be informed at an early stage if there are persistent low-level disruptive behaviours.
- Learning is inspiring and engaging and takes account of individual ability.
- Poor behaviour is monitored and recorded.
- Teachers, senior leaders and parents will work collaboratively to support children with more complex behaviour needs.

Recording and reporting

The following behaviours should be referred to the Senior Leadership team and will be recorded on CPOMS:

- Bullying (including online).
- Racist, homophobic or hate incidents.
- Violence.
- Fighting.
- Inappropriate language directed at others.
- Persistent refusal
- Verbal abuse
- Stealing.
- Threatening behaviour.
- Destruction of environment.

Bullying, racist, homophobic and hate incidents will all be reported to the Academy Trust.

The Havelock Schools are part of the Pathfinder Schools Academy Trust and follows the guidelines for school behaviour as outlined in Appendix 3.

Promoting & Rewarding Positive Behaviour at Havelock Schools

Meet and greet

- In each classroom children are greeted in the morning by a member of staff.
- This greeting enables children to start the day feeling welcomed into the class and staff are able to judge if a child needs additional support during the day.

Positive Role Models

Children are given various opportunities throughout their time at Havelock Schools to act as positive role models to their peers. These include being Year 6 Prefects, school librarians, sports crew, school councillors, eco-committee members, KS1 Child of the Week, VIP award winners.

Rewards

Individual rewards:

Verbal praise

All adults are to use positive and encouraging language and recognise effort and determination with verbal praise

Dojo points: Each child can earn dojo points and these are recorded on class dojo each day in class. They link to our school learning values of being responsible, reflective and resilient.

Totals build throughout the year and all children work towards:

100 dojos = Havelock Hundred Certificate

200 dojos = Bronze badge and Certificate

300 dojos = Silver badge and Certificate
400 dojos = Gold badge and Certificate
500 dojos = invitation to tea party with Executive Head Teacher
600 dojos = Diamond Certificate

All certificates and badges to be awarded to children by Senior members of staff when they reach the required totals.

Class rewards:

Dojo points are combined into a class total and once the class reaches each block of 500, a simple class reward is earned. Examples of these are class discos, online drawing classes, additional playtime etc.

House rewards:

The school is split into 3 vertical houses. 1 class per year group is in each house. All class totals are collected in weekly and shared in assembly. At the end of each half term the winning house earns a reward of an additional playtime as a House team.

Visiting Senior Leaders

When a child produces an excellent piece of work or displays some outstanding behaviour the class teacher is to send them to share their success with a senior leader.

Head Teacher Letter

Each term class teachers nominate a child to receive a personal letter home to celebrate the child's successes that term.

VIP Award

Each half term at both schools a child is nominated to receive a VIP award. A certificate is sent home and parents are invited to join the assembly on that day. Teachers select a child that consistently demonstrates the school values of being resilient, reflective and responsible.

Awards assembly

Each Friday an awards assembly is held in each school. In both schools awards to be given are:

Great Learner award

Presentation award

House points are to be shared also.

Consequences for inappropriate behaviour

All behaviour incidents are recorded by the member of staff who dealt with it. This is recorded on CPOMS with a record of the level given, the details of what happened and any follow up actions needed. This data is tracked daily by Senior Leaders and analysed each week to ensure trends and patterns are identified early and measures put in place to support individual children.

A simple five stage approach to address inappropriate behaviour is used consistently by all adults.

1. Warning
2. Level 1 (EYFS - 5 mins instant time out, Y1-6 - 5 minutes or partial loss of break or lunchtime)
3. Level 2 (EYFS - 10 minutes instant time out, Y1-Y6 - loss of 15 mins or majority of break or lunchtime with restorative conversation)
4. Level 3 (Move class to another Year Leader in another year group and break missed/Lunchtime isolation. Restorative conversation. Parents informed)
5. Level 4 (consideration of internal isolation, report card, suspension and outside agency support if required. Permanent exclusion as a very last resort)

Level 4

Level 4 is used to address the most serious behaviour incidents or repeated Level 3 behaviour.

Report Cards - For individuals with repeated level 3 behaviour report cards will be introduced for at least a week. Behaviour is monitored with senior leaders and targets set to come off report card.

Internal Isolation – For serious level 4 breaches of behaviour periods of internal isolation will be used in the first instance where possible. Children are expected to comply if asked to work in isolation. If a child is not compliant then the following is applied:

- Trigger 1 means parents will be contacted immediately to speak to the child face to face or on the telephone to urge them to comply with school.
- Trigger 2 is when non-compliance still continues and the school has to issue a suspension from school.

Following a period of internal isolation, the child may be put on a report card for at least a week to ensure regular monitoring by senior leaders.

Suspension from school - For serious breaches of the behaviour policy where allowing the child to remain in school would seriously harm the education and welfare of others OR if triggered from an internal isolation, parents are contacted immediately and asked to take their child home. Work is provided by the school for the period of time not in school and a suspension letter provided. After a suspension from school, parents and child must attend a reintegration meeting with a member of the Senior Leadership Team. At this meeting, a formal record of the meeting is kept, and a plan of future actions is created. A child returning from a suspension must spend a period on the subsequent day in internal isolation before returning to their usual class to ensure they are regulated and able to reintegrate into school successfully. They will then be on report for the following week to allow constant monitoring. If further suspensions are used, then there is a graduated response with the length of suspension increasing up to a maximum of 45 school days per academic year.

Permanent Exclusion – used as a very last resort. Considered in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Pathfinder Schools CEO/DCEO is to be involved in the decision. DfE guidance is followed to ensure the process is followed correctly. <https://www.gov.uk/government/publications/school-exclusion>

Havelock Schools will provide work for the first five days and make the appropriate referrals to support services.

The headteacher will notify the Local Academy Board and arrange a governing board in the following circumstances:

- if it is a permanent exclusion;
- if it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term;
- if it would result in the pupil missing a national curriculum test

Children with additional behaviour needs

For children with additional behavioural needs, reasonable adjustments are made within the behaviour policy. Behaviour support plans (Appendix 2) and Safety Plans (Appendix 3), where behaviours more aggressive or violent, are put into place and communication between home and school is regular. The school uses advice from the SENDCo and outside agencies to adapt provision to meet their individual needs.

PHYSICAL INTERVENTION

(for Team Teach trained staff)

Several staff are Team Teach trained across both schools in order manage the de-escalation and physical intervention for severe and challenging behaviour. Lists of these trained staff are displayed in areas around the school and updated to reflect latest training. Only trained staff will be authorised to use Team Teach techniques and if intervention is used this will be formally logged, parents informed and counter signed by the headteacher in the 'Bound and Numbered Book'. Positive handling plans (Appendix 3) are written if team teach techniques have been used with an individual.

Primary Prevention is achieved by:

- The deployment of appropriately trained and competent staff
- Avoiding situations and triggers known to provoke challenging behaviours
- Creating opportunities for choice and achievement

Secondary Prevention involves the employment of diffusion techniques following the recognition of early stages of a behavioural sequence that is likely to escalate. The use of physical intervention at this stage may be justified if it is clear that:

Primary intervention has not been effective and

- The risks associated with not using a physical intervention are greater than the risks of using same and
- Other appropriate methods have been tried without success

Banned items and searches

The Executive Headteacher and the staff they authorise have statutory powers to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item that is detrimental to maintaining high standards of behaviour and a safe environment.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that is likely to be used to commit an offence or cause personal injury
- tobacco or cigarette papers
- fireworks
- pornographic material

If a pupil is not willing to cooperate, they may be sanctioned in line with the school's behaviour policy.

Behaviour at Havelock

Responsibilities

- **Be ready**
- **Be respectful**
- **Be safe**

Rewards

- Verbal praise
- Dojo points for individual, class and house recognition
- Head teacher monthly letter
- VIP half termly assemblies
- Visiting ST to share achievements

Visible consistencies

1. Meet and greet
2. Positive relationships
3. Blend warmth, kindness and assertiveness
4. Signal, pause, insist
5. Positive framing

Microscripts

- Being ready is...
- Being respectful is.....
- Being safe is
- Thank you

Restorative Conversations

These should be at the right time after the incident when everyone is calm.

Tell the story

- *What happened?*
- *Was that a good choice or a bad choice*

Explore the harm

- *How do you think felt when you did that?*

Repair the harm

- *To fix this up you need to*

Reach an agreement

- *At school it's not okay to*
- *How can we make sure this doesn't happen again?*

Plan follow-up

- *I'm going to check on you later on to see that you're doing what we agreed.*
- *What do you think we should do if something like this happens again?*

Stepped Sanctions

- **Warning** (preferably in private)
- **Level 1** (EYFS - 5 mins instant time out 5 minutes or partial loss of break or lunchtime)
- **Level 2** (1 EYFS - 10 minutes instant time out 5 minutes loss or majority of break or lunchtime with restorative conversation)
- **Level 3** (time out of class within the class of the Year Leader in another year group and break missed. Restorative conversation. Parents informed)
- **Level 4** – Senior leader involvement alongside class teacher. Internal isolation, report card, fixed term exclusion, behaviour support plans/pastoral support plans, referral to outside agencies, permanent exclusion.

Consequences for behaviour

<p><u>Warning</u> Addressed with the individual as discretely as possible.</p> <p>Simple scripts to be used ...</p> <ul style="list-style-type: none"> • Being ready is... • Being respectful is..... • Being safe is • Thank you 	<p>Not keeping to the school responsibilities of: Be Safe, Be Ready & Be Respectful.</p>
<p><u>Level 1</u></p> <p>(EYFS) - 5 mins instant time out, Y1-6 - 5 minutes or partial loss of break or lunchtime)5 minutes or partial loss of break or lunchtime Lunchtime – 5 minutes of lunchtime spent standing with LTS.</p>	<p>EXAMPLES of poor behaviour</p> <ul style="list-style-type: none"> - Talking during inappropriate times. - Calling out - Running in school - Making silly noises - Inappropriate remarks - Ignoring instructions -
<p><u>Level 2</u></p> <p>(EYFS) - 10 minutes instant time out, Y1-Y6 - loss of 10 mins break or lunchtime with restorative conversation) Lunchtime – 10 minutes standing with a LTS.</p>	<p>EXAMPLES of poor behaviour</p> <ul style="list-style-type: none"> - Rudeness (answering back) - Repeated refusal - Rough play - Not following instructions - Throwing objects
<p><u>Level 3</u></p> <p>(Move class to another Year Leader in another year group and break missed/Lunchtime isolation. Restorative conversation. Parents informed) Lunchtime – Sent in to spend lunch with ST team Miss whole playtime – restorative conversation with adult.</p>	<p>EXAMPLES of poor behaviour</p> <ul style="list-style-type: none"> - Repeated rough play - Swearing - Throwing small objects with intent to harm others. - Offensive remarks - Refusal or walking away from staff. - Aggressive behaviour towards others
<p><u>Level 4 – Senior leader involvement</u> Repeated Level 3 behaviour = meeting with parents, class teacher & SLT responsible for the year group. Report card – used for 7 days for monitoring for children with repeated level 3 Internal Isolation – for serious behaviour breaches. Used in first instance by ST. Compliance whilst on isolation is expected. If not trigger 1 – phone call to parents to encourage compliance. If continues Trigger 2 – FTE Fixed Term Exclusion – serious breaches when allowing to stay in school will seriously harm the education or welfare of others. Re-integration meeting and day of internal to follow. Permanent Exclusion – last resort</p>	<p>EXAMPLES of poor behaviour</p> <ul style="list-style-type: none"> - Deliberate and targeted violence. - Persistent refusal to comply or verbal abuse. - Destruction of environment. <p>* Severity clause. Any pupil who physically assaults another member of our school community or puts others in danger with the behaviours they are displaying will move straight to level 4.</p>

Rewards at Havelock

Individual Dojos

100 dojos = Havelock Hundred Certificate

200 dojos = Bronze badge and Certificate

300 dojos = Silver badge and Certificate

400 dojos = Gold badge and Certificate

500 dojos = Invitation to tea party with Executive Head Teacher

600 dojos = Diamond certificate

Visiting Senior Leaders

Share outstanding learning with a senior leader

House rewards:

The school is split into 3 vertical houses. 1 class per year group is in each house. All class totals are collected in weekly and shared in assembly. At the end of each half term the winning house earns a reward

Class rewards:

Dojo points are combined into a class total and once the class reaches 500, a simple class reward is earned.

Head Teacher Monthly Letter

Each month class teachers nominate a child to receive a personal letter home to celebrate the child's successes that month.

VIP Award

Each half term at both schools child is nominated to receive a VIP award. Photos of all VIPs are displayed and a certificate is sent home. Parents are invited to join the assembly on that morning.

Awards assembly

Each Friday an awards assembly is held in each school. In KS1 child of the week is introduced. In both schools, awards to be given are: Great Learner award
Presentation award
House points are to be shared also.

Appendix 2

Behaviour Support Plan

Violence to staff level (0-10)		Damage to property level (0-10)	
Frequency (0-10)		Frequency (0-10)	
Violence to peers level (0-10)		Risk of absconding level (0-10)	
Frequency (0-10)		Frequency (0-10)	

0 = no risk 10 = significant risk

Medical Issues:

Target Behaviours:

Planned response to appropriate behaviours including strengths and praise points:

Triggers:

Preferred supportive strategies and de-escalation techniques:

	Verbal advice and support		Distraction (give details below)
	Reassurance		Time up/countdown
	CALM stance/taking		Timeout (give details below)
	Negotiation		Withdrawal
	Choices (Max 2)		Transfer adult
	Humour		Success reminder
	Consequences	Details:	
	Planned ignoring		

Description of behaviours:

Identification of Risk

Describe the risk	
Is the risk potential or actual?	
Who is affected by the risk?	
How often does it occur?	
Who is likely to be injured?	

Additional Information:

Havelock Safety Plan

(Adaptions to the behaviour policy)

APPENDIX 3

Name	
Year Group	
Teacher	
Ratio	
Named Support	

Start Date:	u	Adaptions completed	
SEND		EAL	
EHCP		Agency Involvement	
LAC		Medical	

Situation	Support (in conjunction with PLP / EHC)	Owner	Completed by

Reviewed weekly in Senior Leadership Meeting and Pastoral Team Meeting

Context:			
Current:			
Actions			
Owner of Plan:		Signed by Executive Head	
		Signed by Parent	

What are we worried about?	What needs to happen?	By who?	Impact

