



Havelock Infant & Junior Schools

Behaviour Policy September 2021

Adopted by: Safeguarding and Inclusion Committee

Date: 5th October 2021

Ratified by Governing Body: 30th November 2021

Signed:

A handwritten signature in black ink, appearing to read 'J. Henry'.

(GB Chair)

Policy Review Due Date: Autumn 2022

Havelock Schools

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 rules: **be ready, be respectful, be safe**

School Values

As well as our rules as a whole school community we share values across both schools that we consider to be vital; these work on a 2 year cycle as follows:

Cycle 1: Happiness, Friendship, Respect, Resilience, Thoughtfulness, Loyalty

Cycle 2: Love, Co-operation, Honesty, Tolerance, Kindness, Trust

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), 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 School Pod:

- 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 governing body and where necessary logged with the Local Authority.

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.

‘Class time ‘

- All children will be given 20 minutes ‘Class Time’ each week.
- During this time, staff will spend time building relationships with all children

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 is recorded on class dojo each day in class. They can be earned for reading at home, demonstrating a good attitude towards learning, being kind and helpful and going above and beyond the school

responsibilities of being safe, being ready and being respectful.

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 celebration party with Head Teacher

All certificate and badges to be awarded to children visiting 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 500, a simple class reward is earned.

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.

Above and beyond credit cards

Office staff, site team, LTS, Senior Leaders and pastoral staff have small credit cards that they can give to children congratulating them on their excellent behaviour. This is shared with their class teacher and a dojo point given. The child takes the credit card home to share.

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 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 HJS a child is nominated to receive a VIP award. Photos of all VIPs are displayed in the corridor for the year and a certificate is sent home.

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.

Consequences for inappropriate behaviour

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

1. Warning
2. Level 1 (5 minutes of break or lunchtime)
3. Level 2 (15 minutes of break or lunchtime with restorative conversation)
4. Level 3 (time out of class within another class in the year group and break missed. Restorative conversation. Parents informed)
5. Level 4 (consideration of internal isolation, report card, fixed term exclusion 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 Fixed Term Exclusion.

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

Fixed Term Exclusion - 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 fixed term exclusion letter provided. The length of time is decided in relation to the incident. After a Fixed Term Exclusion, parents and child must attend a reintegration meeting with a member of the Senior Leadership. At this meeting, a formal record of the meeting is kept and a behaviour contract agreed by the child and parents. A child returning from an FTE must spend the subsequent day in internal isolation before returning to their usual class. They will then be on report for the following week to allow constant monitoring.

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. Governors and Pathfinder School CEO involved in decision. DfE guidance followed to ensure the process is followed correctly.

<https://www.gov.uk/government/publications/school-exclusion>

Children with additional behaviour needs

For children with additional behavioural needs reasonable adjustments are made within the behaviour policy. Behaviour support plans (Appendix 2) 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 in order to meet their individual needs.

PHYSICAL INTERVENTION (for Team Teach trained staff)

A number of staff are Team Teach trained across both schools in order manage the de-escalation and physical intervention for severe and challenging behaviour. Only trained staff will be authorised to use Team Teach techniques and if intervention is used this will be formally logged and parents informed. Positive handling plans are written if team teach techniques have 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



Havelock Schools unlocking the door to lifelong learning – a place where everyone is inspired to reach their full potential

Visible consistencies

- Meet and greet
- Use appropriate voices
- Positive body language
- Polite
- Walking quietly and considerately
- Class time weekly

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 for HJS
- Stickers in KSI
- Above and beyond credit cards
- Visiting ST to share achievements

Stepped Sanctions

- Warning (preferably in private and given time to correct their behaviour)
- Level 1 – miss 5 minutes of playtime/lunchtime
- Level 2- miss 15 mins of playtime and a restorative conversation
- Level 3 – moved to another classroom in the year group for the remainder of the session and miss 15 mins of the next playtime. Restorative conversation with adult involved. Parents informed and incident recorded on schoolpod.
- 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.

Severity clause – any pupil who physically assaults another member of the school community will move straight to Level 4.

Microscripts

30 second script

- ‘We have a school responsibility to ... *(link to a responsibility)*
- I’ve noticed that you are ... *(name behaviour)*
- I need you to ... *(state what you are expecting)*
- Do you remember when *(positive behaviour)* that’s what we need to see today.
- Thank you’ *(to end each one and walk away)*

Restorative Questions

Adult to start the conversation with:

‘We are having this conversation because YOU ...’

1. What were YOU thinking at the time?
2. WHO has been affected?
3. How can YOU put things right?

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

School Values

Happiness	Friendship	Respect	Resilience	Thoughtfulness
Loyalty	Tolerance	Love	Co-operation	Honesty
		Kindness	Trust	

<p>Warning Addressed with the individual as discretely as possible.</p> <p>Simple scripts to be used ... 'This is a warning (name). I need to you You have a responsibility to Thank you. (walk away and give them chance to respond)</p>	<p>Not keeping to the school responsibilities of: Be Safe, Be Ready & Be Respectful.</p>
<p>Level 1 5 minutes of playtime missed Or 5 minutes of lunchtime missed</p> <p>Initial on private class recording chart / verbally reported at the end of lunch</p> <p>Lunchtime – 5 minutes of lunchtime spent standing with LTS.</p>	<ul style="list-style-type: none"> - Talking during inappropriate times. - Calling out - Running in school - Making silly noises - Inappropriate remarks - Ignoring instructions - Minor disturbances (swinging on chair, tapping equipment etc)
<p>Level 2 Miss whole of the next playtime (15 mins) – restorative conversation with adult.</p> <p>Initial on private class recording chart / verbally reported at the end of lunch.</p> <p>Lunchtime – 10 minutes standing with a LTS.</p>	<ul style="list-style-type: none"> - Rudeness (answering back) - Repeated refusal - Rough play - Not following instructions - Throwing objects
<p>Level 3 Time out of class (with work) in another classroom within the year group.</p> <p>Miss whole playtime – restorative conversation with adult.</p> <p>Inform parents with a phone call/face to face conversation. Record on SchoolPod.</p> <p>Lunchtime – Sent in to spend lunch with ST team</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.
<p>Level 4 – Senior leader involvement Repeated Level 3 behaviour = meeting with parents, class teacher & SLT responsible for the year group. (Recorded as a contact on schoolpod) 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>	<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

Dojos

Individual rewards:

Dojo points: Each child can earn dojo points and is recorded on class dojo each day in class. Up to 3 can be earned in a day for reading at home, demonstrating a good attitude towards learning, being kind and helpful to peers and going above and beyond the school responsibilities of being safe, being ready and being respectful. 1 dojo to be given at a time. In KS1 a sticker can also be awarded alongside the dojo. 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 celebration party with Head Teacher

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

Class rewards:

Class teacher to display a simple class award that the class is working towards e.g. extra 5 mins playtime, class game, singing and dancing time etc. Class total is displayed on the class dojo board and when the class reaches the total of 500 as a class they earn their reward. Each 500 dojo points earns their next class reward.

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. First reward is an extra playtime and then school council suggests the other rewards for the rest of the year.

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.

Above and beyond credit cards

Office staff, site team, LTS and pastoral staff have small credit cards that they can give to children congratulating them on their excellent behaviour. This is shared with their class teacher and a dojo point given. The child takes the credit card home to share.

Visiting Senior Leaders

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Verbal praise

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

VIP

Each half term at HJS a child is nominated to receive a VIP award in assembly. Parents are invited to attend along with a governor and the teacher shares why they have been chosen. Photos of all VIPs are displayed in the corridor for the year and a certificate is sent home.

Awards assembly

Each Friday an awards assembly is held in each school. In KS1 child of the week is to be introduced. In both schools awards to be given are:

Great Learner award

Presentation award

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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: