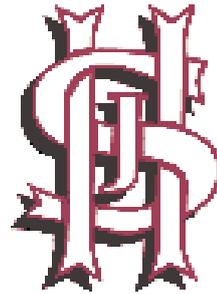

Policy Statement

Havelock Infant and Junior Schools



Behaviour Policy September 2016

Date Ratified by Governing Body:.....

Signed:.....(Chair)

Review Due Date:.....

HAVELOCK SCHOOLS BEHAVIOUR POLICY

PROMOTING POSITIVE BEHAVIOUR

AIMS

The Policy is based on the aims agreed by Montsaye Community Learning Partnership:

- To create a core set of values for MCLP schools based on mutual respect, encouraging pupils to celebrate diversity and considering others' wellbeing in all interactions.
- To involve parents and carers in a partnership with the MAT that encourages pupils to adopt good learning behaviours throughout their school career.
- To ensure that pupils understand their place in the wider community and the positive impact they can have.
- To utilise best practice in ensuring a safe and secure working environment for staff and pupils.

At the Havelock Schools we seek to create a climate in which good behaviour is both expected and promoted. Teachers and other adults working with children in the school will have positive expectations in which good behaviour is the norm.

Our whole school approach to behaviour management aims to ensure that every member of our school community should be fully aware of acceptable standards of behaviour, positive rewards and possible strategies for supporting those who need help to achieve these standards. Through success, children gain self-esteem and good social attitudes.

ROLE OF ADULTS IN SCHOOL

All adults in school will lead by example. In expecting good behaviour, respect and courtesy from children, we accept that respect and courtesy must be shown by adults towards children as well.

ROLE OF THE CHILDREN

Children should:

- make sensible choices with regard to their behaviours;
- respect themselves and others by keeping each other safe at all times;
- respect the environment and property around them;
- have a polite and positive attitude;
- be honest and listen carefully to people they interact with.

We have a set of school rules (known as Golden Rules) which are displayed in each classroom and create the basis of the behaviour system. At the Junior School these are incorporated into the class charters the children create at the beginning of the year. These underpin the ethos of both schools and expectations for behaviour.

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

Together as a school community we will not tolerate

- Bullying
- Disrespect
- Dishonesty
- Irresponsibility
- Rudeness
- Vandalism
- Racism

ROLE OF PARENTS/CARERS

We will build on the good work done at home and value the support of parents and carers in fostering high standards of good behaviour. We will endeavour to gain their support to work with us to eliminate inappropriate behaviour. We aim to inform parents and carers of the social development of their child.

REWARDS

All pupils can be praised for something sometime. Praise should be used whenever possible. Our rewards schemes are in place to encourage positive behaviour and attitudes to learning. These rewards are:

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- verbal and written praise;
- non-verbal – smiles, thumbs up
- displays of work;
- recognition of achievements in all curriculum areas within class and year groups;
- team points awarded as part of Team point championship
- team points awarded to individuals to earn Bronze, Silver and Gold Certificates (HJS)
- ‘Well Done or Learning Warrior certificate’, ‘Golden book or Great Learner and ‘Values VIP’ awards;
- award of a certificate for considerate behaviour at dinner time (Dinner Child of the Week – HJS, Library certificate HIS);
- termly championships to produce a positive attitude to independent learning;
- a ‘Golden Time’ approach to encourage continued good behaviour;(HIS)
- ‘Well Done’ cards to parents/carers to recognise and celebrate good behaviour.(HIS)
- Helping Hand (HIS)
- peg moved to the sparkly face (Yr R and 1) or points awarded towards a behaviour badge (Yr 2)
- Presentation Award
- privileged activities
- tea party/meet the leadership time

Year 6 Prefects

There will be 12 pupils from Year 6 to be appointed as Prefects. Year 6 Prefects to undertake various roles and responsibilities around school and provides opportunities for children to act as positive role models for the other children within our school. All children are invited to apply to become a prefect at the beginning of Year 6.

Peg system

Every child in the class has a peg or card with their name on it. Each child’s name begins the week on the green. Movement then occurs according to behaviour. The emphasis is on making a ‘choice’ about your behaviour and therefore the coloured face/light that they want to be on. Each face/circle has a meaning:

- Green – well done, that’s very good – keep it up
- Orange – I’m warning you I am not very happy about this
- Red – I do not like it at all resulting in time out/consequence

If a child finishes the day on a red – then the next morning they are moved to the amber. The onus is on those children to ‘choose’ to move themselves back to the green face/light by improving their behaviour.

Each time a child is on the red face/light, the reason is recorded on a **red behaviour form**. There are various penalties for such behaviour. In FS a more immediate consequence is required, children have time out from ‘free-choice’ activities and their name is removed from the Child of the Week bag. In KS1 you forfeit 5 minutes of Golden Time on a Friday and have your name removed from the Child of the Week bag. If the child continues to make bad choices a member of the SLT may be involved or the child may be taken to the office. In this case please make a note of this on the most recent red face form. In KS2 you miss 5 minutes of your playtime/lunchtime. Detention at lunchtime is then used if a child is consistently going on a red light. In this case or if a serious breach has occurred requiring a detention a **‘detention form’** will be completed and taken to a member of the SLT.

Golden Time

In KS1 Golden Time operates for 30 minutes each week on a Friday afternoon to reward good behaviour. Children have the chance to play with their friends using ‘Golden Time’ toys.

MANAGING UNACCEPTABLE BEHAVIOUR AND CONSEQUENCES

Consequences are used for those pupils who do not display positive behaviour. Incidents may usually follow step-by-step procedures. Incidents of a more extreme or serious nature may require urgent and more specifically appropriate action and a member of the Inclusion Team or Leadership Team will be called for. If physical ushering is used please complete a **Physical behaviour form**. Children who struggle to control their behaviour will have a **behaviour support plan** put in place by the inclusion team.

Class teachers take initial responsibility for dealing with minor incidents of poor behaviour. They may then refer to the year group leaders before seeking the support of the inclusion team or ST team.

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Level 1

Day to day systems of rewards and sanctions are operated within the classroom situation and dealt with at the professional discretion of members of staff i.e. verbal, non-verbal, warnings given, peg moved to wobbly (amber) face. If behaviour continues then level 2 will be carried out. If behaviour improves the child can move back to the green face/light during the day.

Level 2

Sanctions are dealt with by the class teacher or teaching assistant i.e. removal of privileges, peg moved to red face and contact made with parents (**Red behaviour form** to be completed). If behaviour improves the child can move back to the amber & green face/light during the day. If not the child will finish the day on the red face/light with a consequence but begin the following day on the amber face/light.

Level 3

Child removed from own classroom for 'time-out' either to another classroom or to work with another member of staff in a quiet area.

Level 4

A member of the SLT will become directly involved and this will be noted on the most recent **red behaviour form**. Internal exclusion may be necessary if the child is posing a danger to themselves or others and for this a **detention form** will need to be completed depending on the severity and frequency. Parents may be invited in for meeting with HT/DHT and CT. In addition at HJS the child could be put on a report card for next 5 days which will mean that the child has to report to the HT/DHT to check behaviour after each morning/afternoon session.

Level 5

If persistent unmanageable or dangerous behaviour may lead to short term exclusions from school if all other levels are unsuccessful. A **Behaviour Support Plan** will be put in place if needed.

If the behaviour persists a referral can be made to Jogo behaviour support who can offer advice. For such children individual **Behaviour Support Plans** (BSP) may be necessary in order to help them to follow the school rules. These are created by the SENCo and class teacher.

RESOLVING CONFLICTS

Where there has been a dispute between pupils both/all parties will be spoken to separately to establish a better understanding of what has happened. They will then be brought together to talk through feelings, resolutions and the way we they are going to move forward. If this is red face incidents this is to be done by the class teacher. Where the inclusion team/a member of the Strategic team have been involved this will be carried out by the lead dealing with the incident.

Where behaviour from children becomes physical staff will manage this appropriately. Teachers will be asked to complete a '**Physical behaviour form**' if they have had to 'usher' children in order to calm a situation. If behaviour becomes unmanageable and children are putting themselves or others in danger, 2 members of staff who are team teach trained will be called to restrain the child and the '**Bound and Numbered**' book will be completed. Short term and fixed exclusions will be considered if the behaviour is unmanageable but this is a last resort when all other channels have been exhausted. Where there is a recurrence of behaviours requiring physical ushering/restraint a BSP will be put in place to explain triggers and management strategies.

Behaviour is monitored within classes, year groups and at Year Leaders' meetings on a regular basis. The Lead DHT for Pastoral & Behaviour aspects will analyse the information gathered on Red face/light, beyond the red face/light and detention forms and in conjunction with the inclusion team will put the necessary procedures in place to support staff and individuals where required. The Attendance Officer is informed of any attendance concerns. Other outside agencies are involved if necessary and our Parent Support Worker will support staff, pupils and parents when needed and may also put in place an EHA used to support families.

PLAYGROUND/LUNCHTIME CONDUCT

The behaviour during playtimes and lunchtimes has the same high expectations and values as it does during class time. LTS can award TEAM points for good behaviour at lunchtimes and praise and lunchtime rewards such as stickers and certificates should be given when appropriate. The 'Young Leaders' support and

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encourage the early intervention of pupil concerns during the lunch period and encourages positive play alongside the school Prefects.

As with classroom management there is a stepped approach:

Level 1

Minor incidents occur from time to time particularly when the children are in a less formal situation. Examples might include disagreements, disobeying the whistle, pushing in the line. These should be dealt with at the time using the rewards and sanctions previously described e.g. verbal reminder of rules, make an apology, walk with an adult for 5 minutes, asked to stand by the wall.

Level 2

Sometimes these minor incidents become more serious or are constant despite applying sanctions e.g. persistent disagreements, swearing, breaking branches. A child's teacher should be informed so that the child's peg/name can be moved to the red face/light on return to class and a **red behaviour form** completed. Parents will also be informed and a red face form will be filled in with the child, and kept as a record in class.

Level 3

Despite the above sanctions there will be the odd occasion where behaviour needs to be dealt with by a member of teaching staff or SLT e.g. continual fighting, 'sexual' behaviour, persistent swearing, deliberate defiance, racist comments, threatening behaviour. In such cases children should be brought in, to the attention of the Class Teacher in the first instance who will deal with the situation in lines with the behaviour policy. The incident is then logged on a red behaviour form and sanction recorded e.g. apologise, peg moved to red face/light. Some incidents will involve parents being contacted. This is at the discretion of the Executive Head Teacher or Deputy Head Teacher.

CHILDREN WITH ADDITIONAL BEHAVIOUR NEEDS

Children whose behaviour in school goes beyond those that fit within the 'norm' and give cause for concern will be monitored regularly against appropriate targets and in line with their **Behaviour Support Plan** (if one has been put in place). In order to try to ensure a consistent approach between the home and the school it may be appropriate, even in the early stages, to meet with the parents to discuss relevant issues and strategies. The advice of outside agencies may be sought.

CONTACT WITH PARENTS

As a school we would hope to manage most behaviour within school. Parents will be contacted if a **red face/light, Physical behaviour** or **detention form** has been completed within the school day. If the situation does not subsequently improve, the Executive Head Teacher, a Deputy Head Teacher or member of the Inclusion Team will arrange a meeting with the parents to agree a way forward. Different strategies will be considered/explored, for example they may be encouraged to take their child home during the lunch break for an agreed period of time, to provide a 'breathing' space.

Staff will, as soon as possible make every effort to contact the parents of a child who has been on the "receiving end" of any severe or persistently unacceptable incidents to assure them that the situation is being dealt with. If parents contact the school with regard to any concerns about behavioural issues, these will be brought to the attention of a member of the Senior Leadership Team and the member of staff involved. The Executive Head Teacher will be called upon if further action is needed. A course of action will be decided upon jointly and parents will be kept up to date.

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. The Governors have agreed that the relevant staff including the Inclusion Team, 1:1 TAs dealing with children with behavioural needs, the Strategic Leadership team and other key members of staff should be Team Teach trained. Only trained staff will be authorised to use Team Teach techniques. Trained staff will be identified in key areas such as first aid points and in the H & S File.

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

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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

Implementation

All instances of physical restraint must be reported using the bound and numbered book which can be found in the office. This will be shared with parents, and reported to Governors. (If it is likely that reporting an incident to a parent will result in significant harm to the student then Child Protection procedures must be implemented as in the Child Protection policy).

Risk Assessment

When physical intervention techniques are used it is important that the appropriate steps are taken to minimise the risk to both staff and children. In the case of emergency interventions the staff will make a risk assessment at the time taking into consideration the risks associated with intervention compared with the risks of not intervening. Employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety e.g. medical conditions. Where there are reoccurring incidents these risks will be included on individual BSPs.

Support following incidents

Team Teach techniques seek to avoid injury to the student but it is possible that bruising or scratching may occur accidentally, albeit in the interests of keeping the child and others safe. Any injury must be reported within the bound and numbered book. If first aid is necessary this must be recorded in the First Aid log. Following a serious incident people take time to recover. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Any member of staff or student at the school involved in a serious incident involving Physical Intervention may require additional support following the incident. Staff should ensure that they are fully recovered before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary. Students may need a quiet time taking part in a calming activity. They may need to be removed from the incident and time to talk about how to avoid such an incident next time. They should however resume their usual routine as soon as possible.

Exclusions

On very rare occasions, when all other possibilities have been exhausted, it may be necessary to consider exclusion procedures. If and when such a case arose, the school would follow carefully the procedures as laid down by the L.A. A letter outlining the procedures of exclusions and returns to school should be given to the parent and a return interview should be arranged. Exclusions are reported to the office and recorded on SIMs.

REPORTING TO GOVERNORS

Behaviour is monitored on a termly basis through an analysis of red face/light forms, beyond the red face forms and bound and numbered book entries. Full reports on behaviour are given to the Governors as part of the safeguarding and inclusion committee to ensure they are aware of standards of behaviour and procedures and sanctions. Behaviour is also report on each half termly Head Teacher's report.

This policy is reviewed annually – Review date May 2017

Linked Policies

Anti-bullying
Values
Complaints,
E Safety,
Social Media,
Physical Intervention,
Child Protection,
Whistleblowing,
Code of Conduct

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APPENDIX 1

	Examples of behaviour	Possible Consequences
Level 1	Swinging on chair Interrupting/calling out Running inside the school Being in the wrong place at the wrong time Ignoring instructions Affecting other pupil's learning Inappropriate remark to other pupils Silly noises Pushing in line Not completing sufficient work in lessons Talking in assembly	Name moved to amber Staying in to finish missed work.
Level 2	Persistent stage 1 behaviour Rudeness Minor challenge to authority Damaging school's/pupil's property Leaving class without permission Harmful/offensive name calling Threatening another child Repeated refusal to do set task Aggressive and rough play	Should the child's behaviour continue to be unacceptable another warning is given followed their name moving to the red face (COMPLETE FORM) Removal of classroom privileges Parents informed at the end of the day Recorded in behaviour log file in classrooms
Level 3	Persistent stage 2 behaviour Persistent swearing Throwing objects with intent to harm Harming someone so they need medical help Continued or more serious challenge to authority Stealing Highly offensive remarks to children Leaving school without permission Refusal or walking away from staff	Time out of the classroom in an adjoining class or practical area Lunchtime isolation with member of SLT (COMPLETE FORM) Recorded on ST behaviour log Parents invited in for meeting with HT/DHT and CT
Level 4	Persistent stage 3 behaviour Bullying Fighting Racism Violence Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult Malicious physical assault on another pupil	Internal exclusion for a half day or whole day (COMPLETE FORM) After school detention Meeting with parents Behaviour contract with pupil and parents Pupil on report card for next 3 days. HT/DHT to check behaviour after each morning/afternoon session
Level 5	Dangerous or consistently unmanageable behaviour	Meeting with parents Fixed term exclusion BSP

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APPENDIX 2

Havelock Infant and Junior School Behaviour Support Plan

Name:

Date of plan:

Review date:

Environment & Triggers:

Risk:

Low	Medium	High
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Behaviour that might happen:

Slap	Punch	Bite	Pinch
Spit	Kick	Grab	Clothing grab
Scratch	Arm grab		

Prevention:

-

Diversion and Distraction:

-

De-escalation:

	Try	Avoid
Verbal advice and support		
Firm clear directions		
Negotiation		
Limited choices		
Distraction		
Diversion		
Reassurance		
Planned ignoring		
Withdrawal offered		
Withdrawal directed		
Change adult		
Humour		
Reminders about consequences		

Physical Interventions:

	Try	Avoid
Help hug		
Cradle hug		
Standing wrap		
Sitting wrap		
Small child hold		

Listening and Learning:

-

Recording and Notifications Required:

SENDCo	
Headteacher/Deputy Head	
Parents	

Signed:

Parents:

Date:

SENDCo:

Date

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APPENDIX 3

The Havelock Schools Red Behaviour Form

Name :

Date :

Class :
lunch

am

pm

aytime

Why was the name moved to the Red Face/Light?

--

Which Golden Rule or Rules were broken?

I will always listen carefully.	
I will always make sensible choices.	
I will always look after everything.	
I will always keep myself and others safe.	
I will always be honest.	
I will always be polite.	

• Why did you choose to break the rule?

• Spend some time considering our school values and the kinds of behaviours your need to display.

Happiness

Friendship

Respect

Resilience

Thoughtfulness

Tolerance

Kindness

Trust

Loyalty

Love

Co-operation

Honesty

• How are you going to change your behaviour now?

Signed (child) _____

SLT needed? Y / N

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APPENDIX 4

The Havelock Schools Physical Behaviour Record

<u>Name of Child</u>		
<u>Date and time</u>		
<u>Adult(s) involved</u>		
<u>Reason for behaviour record beyond the red face/light</u>		
<u>What was done to try and de-escalate the situation</u>		
<u>Was physical ushering required?</u>	<u>No</u>	If yes note the kind of PU used
	<u>Yes</u>	If Physical restraint was used please ensure it is included in the Bound and Numbered Book
<u>Was any physical contact made towards any adults?</u>		
<u>Was anyone hurt?</u>	<u>No</u>	<u>Yes</u> Please complete the accident book if necessary
<u>Was a member of the SLT called?</u>	<u>No</u>	<u>Yes</u> (If so who)
<u>What were the consequences of the behaviour?</u>		

SIGNATURE : _____

SLT SIGNATURE : _____

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APPENDIX 5

Detention Form

Name of Child:

Today's date:

To be completed by a staff member and given to a member of the Senior Leadership Team

Reason detention has been given:

What action has been taken so far to modify behaviour:

To be completed during the detention

My reflections

Date:

What did I do that meant I had to have a detention?

Which golden rules did I break?

Who do I need to apologise to?

What is going to change as a result of having a detention?

Signed (Child): _____ Signed(SLT): _____

To be completed by a member of the SLT

Date and time parent contacted:

Further consequences (if appropriate)

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APPENDIX 6

CLARIFICATION INFORMATION STATUTORY GUIDANCE, DEPARTMENT FOR EDUCATION (DFE) AUTUMN 2012

If school staff, or the school, is made aware of misbehaviour when pupils are:

- travelling to and from school
- wearing the school uniform
- identifiable as pupils from the school
- misbehaviour off the school site

The school will:

- discuss this with the pupil and other witnesses if necessary
- employ the school's behaviour code if necessary
- inform parents and carers of the misbehaviour and, if necessary, any sanctions taken in the school

REASONABLE FORCE

Legislation now allows members of school staff to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The law allows the confiscation of inappropriate items and the power to search, without consent, for prohibited items, including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco
- fireworks
- pornographic images