



## **Behaviour Policy**

**Date Approved: October 2019**

**Date for Review: October 2022**

### **Introduction**

Our School is a community where respect for individuals is valued. We aim for the children to develop a sense of their rights and responsibilities in order for them to take an active role in their own learning.

We value close cooperation between the child, teacher and parents and, if at any time parents are worried about their child's behaviour, they are actively encouraged to discuss their concerns initially with their child's teacher and then with the Deputy Head Teacher or the Head Teacher when necessary.

### **Aims**

We aim to:

- *Develop a sense of self-discipline.*
- *Enable children to actively take part in their own learning.*
- *Recognise and develop children's differing strengths and abilities.*
- *Provide a challenging, broad-based curriculum in which creativity, investigation and a thirst for learning are fostered.*
- *These aims together with the distinctive Christian ethos of the school underpin the British Values of:*
  - *Democracy*
  - *The rule of law*
  - *Individual liberty and mutual respect*
  - *Tolerance of different faiths and beliefs*

We believe that in order to develop his/her potential, a child needs to work in an environment which encourages them to develop positive learning skills – to become an independent learner, learn from their mistakes, work collaboratively, make decisions and accept responsibility for their actions.

We aim for all the members of the school community - children, parents, staff and governors - to work together in an atmosphere of mutual respect, understanding and honesty where good manners are actively encouraged. We understand and exemplify what it means to be a community of forgiveness.

The School Council makes an important contribution representing the greater involvement of children and young people in the decision making processes concerning behaviour.

Philosophy for children will be used to increase listening skills, develop social skills and raise self-esteem.

### **Good behaviour means that everyone in School is:**

- ✓ Careful and kind
- ✓ Polite and friendly
- ✓ Helpful to each other
- ✓ Quiet and hard working
- ✓ Respectful of other people and their property
- ✓ Proud to belong to our School
- ✓ Taking responsibility in ensuring Rights (Rights Respecting School Award Level 1) are upheld

## **Organisation and Management**

### **Responsibilities**

All members of our school, staff and pupils have a responsibility to enforce and uphold the rights that we have highlighted. Staff are fully aware that they are role models and take this responsibility seriously in showing all pupils how to behave and interact with others. Through realising the effect of their actions children will learn from experiences and be deterred from repeating the same mistakes.

- It is expected that children will respect all adults within the school environment, including teachers and support staff, lunchtime staff, cleaners, student teachers and visitors. It is also expected that children will be treated fairly, and with mutual respect, by those adults.
- If an adult puts their hand in the air all children should look and listen, putting their hand in the air to show they are ready to listen.
- In classrooms, teachers and teaching assistants will develop and use an agreed signal with their class to gain children's attention – this will also be age appropriate.
- Movement around the school – children will all walk silently and purposefully around the school, showing respect for all around them.
- In the dining hall children will eat sensibly showing respect for peers and adults around them.
- Staff promote positive play by participating in games as well as rewarding and using consequences.
- At the end of playtime / lunchtime children line up to go back into classrooms.

### **Class Charter / Playground Charter**

Each class will discuss and agree a set of rights and responsibilities at the beginning of the year. They will be displayed in the classroom and will be part of the class ethos.

A playground charter will be agreed at the beginning of the school year in whole school assembly, as part of the children's collaboration towards the vision of the school.

## **Rewards and Consequences**

### **Rewards**

We recognise the importance of creating a happy environment in our school and positive behaviours will be expected at all times. The children will be praised and rewarded with thanks and other systems as outlined below. Collective Worship will be used to reinforce good behaviour and show positive examples to others.

- House Points are fully embedded as individual or group rewards for class work and appropriate demonstration of school values.
- Smiley face and/or sticker charts / marbles in a jar / raffle tickets or other appropriate rewards will be used for good behaviour, politeness and achievement. The teacher will discuss with the children the strategy to be used to ensure that all children are engaged with the class reward system. Class teachers will then decide with the children the appropriate reward.
- Teachers may reward good behaviour in other ways, for example letting children choose an activity first, go out to play first, be given extra responsibility / special jobs.
- Parents may be informed – All staff recognise the importance of letting parents know their child is behaving well and this can be done via parents evenings, by telephone, face to face after school or a post card home.
- Positive comments in reading journals / homework diary / sharing successes.
- Sent to an appropriate adult/HT award (once a half term per class).

### **Golden Time**

Golden Time (which has to be earned – 30 minutes for children who have upheld Heene's values) is a system of reinforcing good behaviour adopted by Year 1 upwards. The ways in which teachers record the reward varies from class to class and is dependent on the age of the children.

**See Appendix 1 and 2 for Rewards and Sanctions for each Key Stage**

### Consequences of Inappropriate Behaviour

Even in a well ordered and positive environment things can go wrong and it will be necessary from time to time to apply sanctions. We employ a range of strategies for dealing with inappropriate behaviour. In all situations we aim to ensure that the pupils fully understand that it is the behaviour which is unacceptable rather than the pupil as a person. At all times the child must be informed what the next consequence of their behaviour will be. In the case of children with individual needs including SEND reasonable adjustments must be made. Incidents must be logged on CPOMS, following agreed procedures, where inappropriate behaviour is closely monitored and action taken if necessary.

<p>In the classroom initial strategies can include:</p> <ul style="list-style-type: none"><li>• reassessing the child’s task</li><li>• asking the child to move seats/ table</li><li>• talking quietly to the child</li><li>• praising other children who are modelling positive behaviour</li><li>• using a change of body language or tone of voice</li><li>• humour</li><li>• changing the teacher’s proximity to the child</li><li>• ignoring the behaviour</li><li>• catching the child being good</li><li>• giving an incentive “ if you... then you can....”</li><li>• giving peer support e.g. behaviour buddies</li><li>• sending the child on an errand</li><li>• time out</li></ul>	<p>In the playground initial strategies can include:</p> <ul style="list-style-type: none"><li>• verbal warning</li><li>• time out</li><li>• referred to Teacher/SLT</li><li>• SLT will then refer to Rewards/Sanctions chart for the appropriate Key Stage</li></ul>
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### Debrief

A structured reflective discussion may take place with an adult where the child discusses what they should do differently if the situation arises again (using Unacceptable Behaviour Record Form / Social Story /comic strip techniques).

In order to provide further support the SENDCO and class teacher in discussion with the parents may decide to place the child on the special needs register for social, emotional and mental health. The child may then require a Behaviour Log. Targets will be set and monitored daily by class teacher/SENDCO in consultation with the parents. These will be regularly reviewed. Outside agencies may also be asked for advice. A risk assessment may be put in place.

### Earning Back Your Playtime Privileges (Back chaining playtime)

Children who are on this sanction sit with an adult in the playground missing 10 minutes of playtime. They then can play for 5 minutes. If they can have a good 5 minutes they earn 2 more minutes for the next (7 minutes in total). This continues until the last 10 minutes is earned back. If there is an incident whilst playing, the child loses their earned playtime and they go back to earning the minutes again. Lunchtime is withheld until playtime is earned back. Children sit quietly in a classroom with an adult reflecting on their behaviour.

We work hard to support pupils to avoid permanent exclusion, which we see as a final resort.

The following behaviours could result in exclusion:

- premeditated violence
- assaulting/ hitting an adult
- possession of/ use of illegal substances
- possession of / brandishing a weapon
- criminal damage
- theft

- any circumstance where others are put at risk
- swearing/ abusive language.

### **Use of Reasonable Force See 'Use of Reasonable Force 2013 – DFE'**

There may be times when behaviour requires physical support to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of reasonable force.

'Use of Reasonable Force 2013 – DFE'

"All members of school staff have a legal power to use reasonable force.

This power applies to any member of school staff. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit." Page 4

However, there is "a legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs (SEND)" Page 6

This is a power, not a legal duty. However, "school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty". Page 9

There may be times when behaviour requires physical support to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of reasonable force. Team Teach is the approach adopted by us to manage challenging and aggressive behaviour. Identified and appropriate teaching and non-teaching staff have been trained in the use of this approach which is approved and delivered by West Sussex County Council. The basic philosophy of the approach is as follows:

- The vast majority of all incidents should be managed without recourse to physical intervention.
- It is a flexible framework of responding to pupil's stress through a holistic approach.
- De-escalation of situations is a priority (e.g. using communication skills, humour, distraction, etc).
- Gradual and graded positive handling techniques are based on providing the maximum amount of care, control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned.

All incidents of positive handling are reported, recorded (in the Numbered and Bound Book and also on CPOMS) monitored and evaluated. Parents and Governors will be informed of any that involve a child being held with more restrictive holds in line with Team Teach. We use risk assessments for children exhibiting challenging behaviour in order to aid our effectiveness with de-escalating. This helps us identify triggers which can include difficult times of the day, difficult subjects or difficult areas of the school. Risk Assessments proformas are provided by West Sussex County Council.

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### **Conclusion**

This policy has been updated after consultation with staff. This policy has been agreed with children and governors and follows on from existing standards already within school.

The Behaviour Policy and Home/School Agreement are included in the Induction Pack for any new admissions to the school. This ensures that parents are fully aware of our policy. It is also published on our school website.

The code of behaviour (APPENDIX 3) was devised in a series of assemblies / class council meetings with the children. Class council members fed back to the HT after which it is posted around school for children, staff, parents, governors and visitors to read.

**The Governing Body will:**

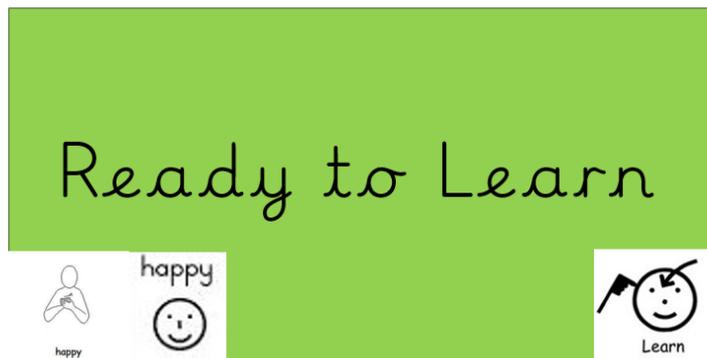
- Support the school in the implementation of the policy
- Give advice, when necessary, to the Headteacher about disciplinary issues so that she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

This policy is to be read in conjunction with the Anti-Bullying Policy

### EYFS and KS1 Behaviour Chart Guidance.

This is intended as a guide for how to apply the behaviour policy alongside the behaviour chart to ensure consistency across EYFS and KS1.

#### **Green – Ready to Learn:**



All pupil's names start the day on 'Ready to learn'. If they behave in line with school expectations they will stay there all day.

#### **Blue – Good Choices:**



Pupil's names could be move here for particularly excellent behaviour, kindness or for extra effort in their work.

Teacher/TA may also choose an appropriate reward for example house points, stickers or golden time minutes.

#### **Purple – We are Awesome:**



Pupil's names would be moved here for being really outstanding in their work or behaviour.

Teacher/TA may also choose an appropriate reward for example house points, stickers or golden time minutes.

**Yellow – Think about it:**



A pupil's name would be moved here for a warning about low level disruptive behaviour or making no effort with their work.

**Orange – Teacher's choice:**

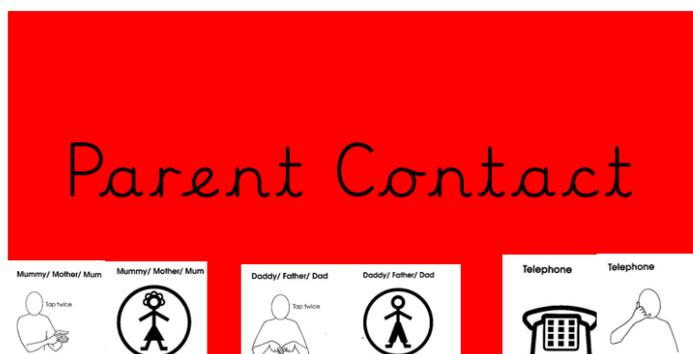


A pupil's name would be moved here after having a warning and then continuing with the behaviour they were previously warned about.

A pupil's name could be moved here straight away for more serious negative behaviour (particularly aggressive behaviour which hurts another pupil or very rude/disrespectful behaviour towards adults or children)

Teacher/TA will choose and appropriate sanction depending on the nature of the behaviour. For example time out of class in another class, missed minutes of playtime/golden time or writing an apology note.

**Red - Parental Contact:**

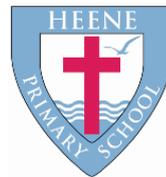


A pupil's name would be moved here for persistent low level disruptive behaviour which they have been repeatedly warned about and not changed.

They may also be moved here without going through the previous stages for any extreme negative behaviours for example fighting, destroying or damaging school resources or others belongings, extreme aggression towards others.

The Teacher/TA will choose an appropriate sanction, inform a member of SLT through recording on CPOMs and contact the pupil's parents.

*\*\* Each child and situation are unique so it may be appropriate to be flexible with these guidelines according to the needs of an individual or the specific situation.*



**REWARDS AND SANCTIONS FOR MY BEHAVIOUR IN OUR SCHOOL**

**AWESOME!**

Postcard home to parents

**Good Choices**

House Points  
Verbal Praise  
Individual class rewards  
Share work with others

**Ready to Learn**

Expectation for ALL

**Verbal Warning**

Interrupting learning for self and others  
Not following instructions

**2nd Warning - moved within the classroom**

Refusing to join in learning  
Activity avoidance / calling out

Oh dear you're missing 5 minutes off your break!

Oh dear you're spending 10 minutes in your 'buddy' class! Your parents will be informed 😞

**Time out to 'Buddy' Class**

Continued disruptive behaviour, e.g. whistling, shouting, inappropriate comments  
Leaving the classroom without permission

**Time out to Phase Leader**

Making unsafe choices, e.g. climbing on furniture, throwing something at someone, dishonesty, unkindness

Oh dear you've lost your playtime privileges and you need to earn them back. You've also lost 10 minutes of Golden Time! Your parents will be

**Time out to DHT/HT Meeting with parents / carers**

Verbal abuse - persistent name calling  
Physical abuse - pushing, shoving  
Persistent dishonesty - vandalism, theft, racism, cyberbullying  
Aggressive behaviour  
Leaving the school site without permission  
Causing harm deliberately to others or property  
Bringing the school into disrepute

Oh dear you've lost your playtime privileges and you need to earn them back. You've lost all of your Golden Time! Your parents will be invited in to discuss your behaviour 😞

# How we behave in and around our school

Updated and agreed by the whole – September 2019

- We will include others in our games
- We will uphold our school values
- We will play fairly and follow the rules
- We will respect everybody and school property
- We will love and care for one another
- We won't argue or fight
- If you don't have anything nice to say don't say anything at all
- We will be nice to other children and help each other
- If someone is lonely on a bench you can make them happy
- We will be a community
- We need to listen to adults and everyone in school/peers
- We will walk around school quietly and respect others
- We will be safe