

Heather Primary School Behaviour Policy 2020



This policy was approved by the Governing Body of Heather Primary	Date March 2021
Signed Andy Smith	

Version	Date	Author	Reason For Change
1	March 2021	All Staff	Peer to Peer Abuse updated, letters to parents, behaviour report format added

Review Frequency 3 years	Next Review Date Feb 2024
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Introduction

At Heather Primary School we believe that good behaviour is key to good learning. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Heather Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The policy defines agreed current practice within the school. Its fair and consistent implementation is the responsibility of all staff and this expectation is underpinned by the Professional Standards for Teachers and by our school Safeguarding Policy (available on the school website). The children in school have contributed to the behaviour policy through their work on the phrasing of their own Class Rules and discussions in classes and whole school assemblies.

Aims

At Heather Primary School we aim:

- To ensure that every member of the school community feels valued and respected at all times.
- To ensure that Heather Primary School provides a safe environment with clear school rules.
- To provide a positive and consistent approach to behaviour management encouraging high standards of work and behaviour for all.
- To ensure that all children become successful learners by developing self-respect, self-control, respect for others and are accountable for their own behaviour.
- To develop a partnership between school and home to encourage high standards of behaviour.
- That everyone should be treated fairly at all times. Our Code of Conduct shares this goal clearly with parents, friends and visitors to the school.
- To promote an environment where everyone feels happy, safe and secure, which allows us all to learn, develop and reach our potential.

Expectations

At Heather Primary School we will:

- Build strong relationships with families in all contexts so that we can work together to support their children as fully and positively as possible.
- Treat each other with respect at all times, as adults, providing a positive role model for the children and each other. We will always talk *to* each other and *about* each other in a respectful way.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Recognise and reinforce good behaviour.
- Provide encouragement and positive challenge for all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that our democratic approach involves the children as much as possible and that they are aware of the school rules and that key stage 2 classes are involved in creating their own classroom code
- Teach values and attitudes, as well as knowledge and skills, through the school curriculum in order to promote responsible behaviour, self-discipline, tolerance and respect for self, others and the world around us.

A Positive Approach

We believe that an effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good behaviour management is built on good relationships and on clear expectations of everyone in our community.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Heather Primary School are that:

- Behaviour can change in a very positive way
- Every child can be successful.
- Focused recognition and praise are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- Reinforcing good behaviour helps our children feel good about themselves.

We always consider the safety of other children and minimise disruption while helping children acquire self-discipline. We often discuss the importance of 'Is my fun, fun for everyone' when considering our behaviour choices.

School Rules

The school's 'Golden rules' are:

Be honest

Be kind with our hands, feet and words

Be respectful to others, our surroundings and their belongings

Be hardworking and always listen carefully

Be polite and helpful

Through these rules we strive to develop the children's sense of responsibility and are encouraging the children to understand the need to consider and the importance of taking responsibility of their words or actions.

As well as the 'Golden Rules', we encourage the children to:

- Move around the school sensibly and orderly.
- Show respect towards others, regardless of their beliefs, opinions and lifestyle choices.
- Explain their behaviour choices and reflect on the choices they have made.
- Be proud of themselves, their achievements and their school.
- Listen attentively to others.
- Avoid unwanted physical contact with others.
- Show care and understanding towards everyone.
- Show respect to school property and the environment.
- Consider the feelings of others and remember – 'is my fun, fun for everyone'.
- Speak to an adult about inappropriate behaviour.

Recognition and Rewards

Recognition and Rewards

All members of staff recognise and celebrate appropriate behaviour at all times around the school through informal recognition and praise. Whenever there is an opportunity to do so, children's best efforts above and beyond our expectations will be celebrated through display and sharing with a wider audience. All adults in school work on the principle of positive reinforcement as children behave well and make the correct behaviour choices when they feel valued and achieve successes.

We value our rewards system and we reward the children in the following ways:

- Verbal praise
- Verbal or written praise to parents about their children
- Postcards home to families to share good news and achievements
- Write positive comments/smiley faces in books
- Stickers and stamps
- Sending good work to other staff members/classes for reward and praise
- Sharing work with the Headteacher
- Class wide rewards
- House points (collected on a weekly basis and recognised in Celebration Assembly)
- Certificates in Friday assembly linked to learning behaviours/acts of kindness etc.
- Displaying of children's work
- Giving pupils additional responsibility.

We reward children being good when they are:

- Moving around school sensibly and quietly
- Being kind
- Consistently performing well in class
- Offering help without being prompted
- Outstanding achievement
- Being a great ambassador for the school
- Working well with a partner or as a team
- Being a good and active listener
- Showing impeccable manners
- Having the right equipment in school
- Asking questions if they are unsure/don't understand what to do
- Putting things away without being asked
- Learning a new skill
- Taking care when using school resources and equipment
- Helping someone else learn a new skill
- Being kind
- Overcoming a barrier to learning
- Showing enthusiasm
- Staying on task when it is challenging
- Accepting and rising to a challenge
- Trying hard
- Being a good friend
- Being honest
- Settling quickly to their work
- Handing in homework on time
- Taking part in a discussion show attentive listening and expressing their views clearly
- Taking part in a school/class performance
- Befriending someone new to the school
- Being respectful when other people feel differently
- Helping someone sort out a problem

There are lots more ways, we have just listed a few!

How we encourage good behaviour

We work together as a whole school to encourage all children to make the right behaviour choices. We do this through:

- Assemblies linked to Personal, Social and Health Education (PSHE), citizenship and core school values – including the British Values of Democracy, Tolerance, Rule of Law, Mutual Respect and Individual Liberty.
- PSHE sessions in class which allow children to discuss various issues and develop their understanding that other people may have opinions and ideas that are different from their own. In these session (through role play and modelling of good examples), the children learn that everyone has a right to express their own opinion whilst also learning that we need to consider carefully how we express this opinion, making sure we are mindful of others.
- House Points can be awarded by any member of staff and can be linked to both work and demonstrating the correct behaviour.
- Our Lunchtime Code of Conduct, which includes a specific Small Team games Code of Conduct which is signed by pupils to prevent undesirable behaviours such as swearing, aggression towards other children, arguing with adults and refusal to comply with an instruction. Games such football are supervised closely by an adult – a teacher at playtime, a Midday supervisor at lunchtime. Children demonstrating undesirable behaviour during these times will be closely monitored and such behaviour will ultimately result in them not being allowed to join in with these activities.
- Monitors – Pupils in all classes are offered the chance to show how responsible they are and may be given specific jobs/roles by members of staff
- Role models – children may be given the opportunity to demonstrate how responsible they can be by being asked to be a play coach leader, show visitors around the school, team captain at a sporting event etc.
- Anti-bullying week – at Heather, we take part in National Anti-Bullying week through assemblies and activities in class
- Celebration Assembly on Fridays is where we celebrate children’s achievements in and out of school. Certificates from staff are given out to reward learning behaviours/acts of kindness
- Consistent Crew – teachers to award each time a constant crew award to child who are consistently following the Golden Rules i.e. – they never need verbal reminders etc. In the last week before half term these children will be celebrated in our Friday assembly these children may also be rewarded in ways such as Forest School session, baking afternoon, art and craft afternoon, popcorn and film, lead Friday assembly, free non-uniform day etc
- The use of clear consequences and sanctions – see relevant sections of the document.

Discouraging Unacceptable Behaviour Choices - Sanctions

Despite the focus on positive responses as the key to encouraging good behaviour in Heather Primary School, it may sometimes be necessary to employ a number of sanctions to enforce the Golden Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital but should also take into account individual circumstances. This section of the policy is designed to support both teaching and support staff in our shared desire to create a just, secure and happy learning environment.

When dealing with all forms of inappropriate behaviour, teachers should remember to be calm. Children should be dealt with calmly and firmly referring to what the action is and why the action is being taken. In these situations, staff should use the 5 W's as a reference point to help the child understand why their behaviour is unacceptable:

- What did you do?
- What rule did you break?
- Why did you make that behaviour choice?
- What would have been a better behaviour choice?
- What can I do to help?

By working through these questions, we are encouraging the children to think very carefully about their behaviour choices and allowing them to reflect, think about the consequences of their actions and how these affect not only other members of the school community but also themselves.

At Heather Primary School we have agreed the following 'hierarchy' of sanctions and consequences as a guide for all members of staff.

Stage	Behaviour	Agreed Sanction - the adult Teacher, TA, LSA, MDS) in charge to:	Steps Taken
Stage 1	<p>Low Level Behaviour</p> <ul style="list-style-type: none"> • Calling out • Wandering about the classroom • Running anywhere in the school building • Calling out • Ignoring simple instructions • Making silly noises – including tapping, whistling etc. • Wearing jewellery/accessories not permitted in the school uniform policy • Pushing in a line • Talking when asked to be quiet • Minor playground incidents • Graffiti in books 	<ul style="list-style-type: none"> • Nonverbal response – eye contact • Gesture to gain the child's attention • Reminder of the rule • Reminder of consequence if they continue to break the rule • Child to explain the correct behaviour choice • Tactically ignore – praise when behaviour stops • An apology from the child is expected 	<ul style="list-style-type: none"> • Not recorded • No other members of staff involved • If at break- the Teachers/TAs on duty deal with the incident <p>NB – if 3 repetitions of the wrong behaviour choice occur within a small time frame the move to stage 2.</p>
Stage 2	<p>Less Serious Behaviour</p> <ul style="list-style-type: none"> • Repeated stage 1 behaviour within a small-time frame. • Producing work of an unacceptable quality/refuses to do work 	<ul style="list-style-type: none"> • Time out in class away from other children • Working during playtime/lunchtime to complete work 	<ul style="list-style-type: none"> • If a playground incident, Teacher/TA on duty to inform the class teacher • After 3 repetitions within a small-time

	<ul style="list-style-type: none"> • Interrupting adults and other children • Bringing things that shouldn't be in the classroom – e.g. trading cards • Eating sweets in lesson time • Accidental damage through carelessness • Minor challenge to authority • Repeatedly annoying other children • Playground conflict • Spitting on the floor • Writing/drawing on arms and hands • Refusal to communicate 	<p>for the maximum of 5 minutes</p> <ul style="list-style-type: none"> • Time practising the behaviour required • Repair/clean-up of damage • Reminder of the rule and consequence for repeating it – apology required. • Writing a letter of apology during lunch/playtime • Informal contact, depending on the circumstances, may be made with parents • Quiet reflection time in class • Repeated Stage 2 – appendix 2 letter to be sent. 	<p>frame, move to stage 3</p> <ul style="list-style-type: none"> • Brief note of incident recorded on CPOMS • Introduction of a playground pass for repeated playtime behaviour – see appendix 7 • A behaviour plan may be worked on by staff to explore the behaviours in more depth and identify triggers. As a result of this a behaviour contract may be introduced.
<p>Stage 3</p>	<p>More Serious Behaviour</p> <ul style="list-style-type: none"> • Repeated Stage 2 behaviour • Deliberate throwing small objects with intent to harm • Hurting someone • Damage to school/pupil's property • Leaving the class without permission • Repeated refusal to complete tasks • Deliberate rudeness to adults • Harmful/offensive name calling/directed foul language at another child • Defacing other children's work • Spitting • Deliberately breaking equipment • Bullying – including cyberbullying • Playground incidents/fighting • Fighting in the classroom • Not handing in of mobile phone or any form of electronic device to the office • 'One off' use of racist/homophobic/inappropriate language 	<ul style="list-style-type: none"> • Letter sent home to parents from class teacher – Appendix 2/3/4 and depending on circumstances time out with TA supervision – to calm down and discuss behaviour • Reflection Sheet Completed • Reflection/timeout in a safe space around school • Withdrawal from an event – impending trip/visit • Confiscation of mobile/electronic device • Completion of work during break/lunchtime • Child not allowed out at play/lunchtime for up to 2 days • Use of racist/homophobic language may result in short term loss of 	<ul style="list-style-type: none"> • Incident recorded on CPOMS • Lunchtime incidents are recorded in the Headteacher's behaviour file/CPOMS • Reported to a senior member of staff • If dealt with by MDS/TA – class teacher must be informed • A behaviour contract will be put in place – appendix 13 • Seek advice regarding behaviour support/support for the family from outside agencies- Oakthorpe Short stay school, Autism Out Reach etc • Possible Early Help referral • Discuss the need for an Individual Support Plan to be put in place to support the child to change their behaviour choices

		privileges such as an after-school club, sporting event and a debrief from the Headteacher/senior member of staff regarding use of such language	<ul style="list-style-type: none"> Playground risk assessment must be in place for children demonstrating unsafe behaviours which may result in others children being intimidated/harmed. Appendix 10 Behaviour See appendix 3 and 4 for parent letters
Stage 4	<ul style="list-style-type: none"> Repeated Stage 3 behaviour More serious fighting/playground incident Serious fighting with the intentional physical harm to other children Throwing of large objects Serious challenge to authority Verbal abuse/foul language aimed at adults/staff/children Breaking the school golden rules when out on a school trip or representing the school at an event Stealing Vandalism/graffiti Spitting at another person Inappropriate use of new technologies Racist incident Running out of school Bullying – including cyberbullying 	<ul style="list-style-type: none"> Letter sent home to parents – from both class and headteacher – appendix 2/3/4 Work in away from the class for the rest of the day, either in another classroom or the Headteacher’s office for the rest of the lesson/day – for up to three days if warranted Behaviour report sheet daily home school book to be implemented and sent home - Appendix 12 Possible decision for a fixed term exclusion Child is not allowed out at lunchtime or playtime for up to 2 days If the incident occurred at playtime, then this may result in an internal exclusion from the playground/field at play and lunch times for up to 5 days Withdrawal from whole school events and privileges 	<ul style="list-style-type: none"> Requires the involvement of the Headteacher Red card may be used to get senior staff members immediate attention Parents informed and called in for a meeting to discuss behaviour Parents to be warned of a fixed term exclusion given for any reoccurrence of deliberate aggression towards others Individual behaviour Plan and risk assessment put in place – Appendix 10 .
Stage 5	<ul style="list-style-type: none"> Repeated Stage 4 behaviour Extreme danger or violence Serious challenge to authority 	<ul style="list-style-type: none"> Immediate exclusion – internal, fixed term 	<ul style="list-style-type: none"> Immediate involvement of the headteacher

	<ul style="list-style-type: none"> • Physical/verbal abuse of staff/children • Possession of a weapon considered dangerous by an adult • Possession of a harmful substance or alcohol onto the school premises • Truancy • Persistent Bullying 	<ul style="list-style-type: none"> • Permanent exclusions will be considered as a last resort 	
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Please note that Stage 3 behaviours are generally dealt with by the class teacher/teaching assistant in a supportive and consistent manner. There may be some degree of flexibility regarding the age of the child as far as sanctions are required. Visual displays in classrooms are there to support children in understanding their behaviours and act as a visual reminder of the hierarchy of sanctions and consequences.

Peer on Peer Abuse

This school recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence (e.g. hitting, kicking, shaking, biting, hair pulling, etc) experienced by both boys and girls. Children who demonstrate these behaviours regularly will be supported in school through the use of social stories and where necessary an individual behaviour plan which will include a risk assessment to minimise the risk of further harm and to ensure the safety of all staff and pupils. This will be agreed with parents and put into place as soon as it is appropriate to do so. These incidents will be recorded on CPOMS. Support will be offered to the alleged victim, the child accused and any other children involved by a different member of staff in school (to avoid a possible conflict of interest). A referral to any relevant outside agency will be made e.g. Police/Social Care etc.

Fresh Start

Although persistent or serious misbehaviour needs recording, every child must feel that each new lesson offers a fresh start. It is imperative that any sanction is applied fairly and the consequences fully explained.

It is crucial that children are aware of the next consequence or sanction. However, this does not mean that the whole class will also be aware of what is happening. Conversations with children about behaviour will often be quiet reminders or redirections. This is kept private and not shared with the class or publicly in any way. The headteacher monitors the trackers and keeps a record of more serious incidents, incidents outside the classroom and all incidents involving bullying of any kind, including racist and homophobic incidents.

Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year, even if they have changed schools. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Vulnerable children

Sometimes it is clear that a child may, for a range of reasons, find it difficult to manage their behaviour. At Heather we have a wide range of strategies which are used to support the individual.

- specific techniques used to divert the child from their behaviour choices
- behaviour charts and stickers
- choosing boxes for achieving short term targets
- increased communication between home and school
- children with complex additional needs and for whom this approach is not appropriate, will have an Individual Support Plan (ISP); this will detail strategies, rewards, sanctions and resources, and will draw on an understanding of the child's specific interests and needs
- ISPs will be based on shared knowledge of the child and on discussions with the child and their family. the approach of the plan, as with the whole of our behaviour policy, will be nurturing rather than punitive. the plans will be reviewed and refreshed regularly; for some children, this might be on a weekly basis
- the school has a wide range of resources and activities to support children and the adults working with them who need personalised interventions to help them to succeed. often these resources will be visual
- many ISPs will build in opportunities, structures and support for children to step away from a situation, to calm down and then to return to learning
- ISPs may also identify a link person beyond the immediate class base who has an established professional relationship with the named child and who can support them when this is needed
- risk assessments put in place if a child presents dangerous behaviour
- nurture/small group work to develop social skills improve self-esteem, turn taking, anger management
- support from the (SENCO special needs co-ordinator) and teaching assistants with particular SEN expertise
- additional curriculum support if finding learning difficult impacts on a pupil's behaviour choices
- alternative curriculum
- reduced timetable

- use of specialist outside agencies such as educational psychologist, autism outreach, Oakthorpe short stay school
- early help referral
- support from specialist teaching services, CAMHS, SENA etc

Lunchtime Behaviours

At Heather we expect the children to behave the same at lunchtime as at any other time of day. Our school rules remain the same as do the rewards and sanctions. Mid-Day Supervisors record one-off behaviour incidents and report these incidents to the class teacher if necessary, this helps us notice any patterns in particular children's behaviour.

The lunchtime supervisors also focus on positive reinforcement and give rewards and recognition of good choices. Classteachers recognise and praise these. Lunchtime stickers will be given to children consistently *good* choices and each child in each class with the most stickers over a half term will be awarded with a certificate in our Friday Celebration Assembly.

Unacceptable Behaviour at lunch times

- If a child receives two warnings about a particular behaviour during one lunch time, they will receive a 5-minute time out where they are sent to sit on a picnic bench. After the 5 minutes, they are able to resume their play.
- If the behaviour, continues they miss another 5 minutes and return to a picnic bench.
- Midday Supervisors will send a child directly to the headteacher/senior teacher if the children are showing any Stage 3 or 4 behaviours.

School Trips and Residentials

The school's Golden Rule and Behaviour Policy apply to children when they are taken off site by staff for trips, sporting events, residentials etc. Children are expected to be good ambassadors for the school at all times.

Roles

The Role of Parents, Carers and Families - Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very aware of the importance of having strong links with parents and good communication between home and school. The school takes every possible opportunity to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's "Golden Rules" in the school prospectus and website, and we ask parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the headteacher who will take appropriate action. The school's Code of Conduct has been shared with all parents and is on the school website.

If the school has to use reasonable sanctions to punish a child, we ask parents to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Non-Teaching staff - All school staff uphold the behaviour policy. Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and verbally communicate with them about incidents of unacceptable behaviour at lunchtime.

The Role of the Class Teacher - Heather Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Heather Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others.

They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to an Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Golden Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The Role of the Headteacher and Governing Body - It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

This policy should be read alongside the following policies

- School Code of Conduct
- Home School Agreement
- Child Protection/Safeguarding Policy
- Anti-Bullying Policy
- SEN Policy (behaviour)

- Heather's high expectation of behaviour remain -Children are expected to come to school in clean, freshly washed clothes - as specified in the uniform section of this letter
- Children who deliberately cough, spit or sneeze towards a member of the school community or who are continually ignore social distancing requirements may be sent home as they are putting others at risk.
- Parents are expected to be good role models and follow social distancing rules.
- Our Golden rules cover aspects of the COVID-19 organisation:

- ✓ **Be honest**
- ✓ **Be kind with our hands, feet and words**
- ✓ **Be respectful to others, our surroundings and their belongings – this include social distancing requirements, following instructions promptly, following the rules regarding when they are allowed to leave the classroom**
- ✓ **Be hardworking and always listen carefully – this includes the new organisational rules around keeping ourselves and others safe for COVID 19**

Heather Primary School's

Golden Rules

- ✓ **Be honest**
- ✓ **Be kind with our hands, feet and words**
- ✓ **Be respectful to others, our surroundings and their belongings**
- ✓ **Be hardworking and always listen carefully**
- ✓ **Be polite and helpful**

Dear Parent,

Today, your child, _____, has not been making the right behaviour choices in school, making sure they follow our Golden Behaviour Rules.

_____ are not behaviour choices we expect of children at Heather Primary School.

It is important that your child understands the need to follow our pupil Golden Rules and I would appreciate it if you could discuss their behaviour with them.

As a consequence of this behaviour, you child will _____.

If such behaviour is observed again this academic year, I will contact you again and suggest that we meet/arrange a time to talk to discuss how we can work together. However, at this stage with your support, I am confident that this letters and the consequence listed above will be sufficient.

Yours sincerely,

Class Teacher Signature and/or Headteacher's Signature

Appendix 3

Stage 2 letter to Parents

Dear Parent,

Recently, your child, _____, has not been making the right behaviour choices in school, making sure they follow our Golden Behaviour Rules.

_____ are not behaviour choices we expect of children at Heather Primary School.

It is important that your child understands the need to follow our pupil Golden Rules and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet/arrange a time to talk to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class Teacher Signature

Stage 3 behaviour letter

Dear parent,

Following my previous letter regarding the behaviour choices of

_____, I am sorry to say that they are still struggling to adhere to our Golden Rules and have been placed on report to monitor their behaviour in respect of

_____.

Please make sure you also discuss their behaviour with them each evening when you see a copy of their behaviour report. Your child will need to collect this report at the end of the day from myself to be shared with you at home and needs to be returned to school to following morning. There is a space each day for your signature to acknowledge that you have seen the report and discussed with your child their behaviour choices.

This report will continue for the next ___ week/s in the hope that it will be sufficient in getting _____ 'back on track' and support them in taking more responsibility of their behaviour choices. We will arrange to meet/have a discussion towards the end of the report period to discuss how _____ is progressing in their behaviour choices.

The headteacher will also be monitoring your child's behaviour choices from now on.

If you have any questions or concerns, please do not hesitate to speak to me.

Thank you for your support in this matter.

Yours sincerely

Class Teacher

Stage 3-4 behaviour letter to parents

Dear Parent,

As you are aware recently, your child, _____, has not been behaving as well in school as they could, which has resulted _____.

I am sorry to report that despite more detailed monitoring, your child is continuing to make the wrong behaviour choices, and would benefit from a more structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with myself, _____, _____'s class teacher and Mrs Fuller, Special Needs Co-ordinator, to discuss how we can work together to discuss how to support _____ in his/her behaviour in school. At this meeting, an agreement of behaviour expectations will be made which we will be asking all parties to sign.

Yours sincerely,

Mrs Michalowski

Yours sincerely

Letter to parent behaviour off site

Dear _____,

I have received a report about your child's alleged negative behaviour outside of Heather Primary School. This behaviour is believed to have involved another child from school.

You may wish to talk to your child about this alleged incident in order to find out more and gain further understanding regarding the alleged event.

If you feel you require support managing your child's behaviour, please contact the school as we may be able to provide support from ourselves or other outside agencies such as the School Nurse.

Yours sincerely,

Mrs Michalowski

Team teach De-escalation/Help Script

Helping 1

- 1) ***“John.”*** Use the child’s name, it will help make a connection and engage their attention.
- 2) ***“John. I can see you are upset.”*** Choose your words carefully. Recognition of their feelings is fine, but avoid words such as: anger or annoyed, as this may escalate the situation.
- 3) ***“I am here to help.”*** This is a statement of your intention, simply, you are there to help. It’s worth remembering that a conscious effort must be made to ensure your para verbal and body language give the same message.
- 4) ***“Talk and I will listen.”*** This statement begins to provide the service user with some direction together with securing our function.
- 5) ***“John. Come with me, let’s go to the”*** Continue to provide the service user with some direction. Remove them to an area of neutrality to discuss the issue and continue the calming process. CALM stance and body language is essential, as is awareness of staff’s proximity to the pupil’s personal/dangerous space. Remember to speak clearly and confidently and remain calm.

Script 2

- 1) ***“John, I can see something has happened.”***
- 2) ***“Talk to me. I want to help...How can I help?”***
- 4) ***“John. I care too much to see you so upset/so angry/so frustrated. Come with me, let’s go and”***

Script 3 - Helping a colleague.

Seeking help should always be considered as a sign of professional strength. Moreover, as professionals we should allow others to offer and accept help, particularly at times when our own interventions may be unsuccessful.

- 1) ***“Mr Smith, I am available to help”.*** The member of staff makes a clear statement announcing they are there to help.
- 2) ***“Thank you, Ms. Jones, you can help by”.*** This member of staff then has the opportunity to give directions as to what type of help they require (i.e. help by watching, or help by looking after the rest of the class). But more importantly, they at this point retain autonomy over the situation.
- 3) ***“Mr Smith, I am available for more help.”*** The word ‘more’ should provide a pause point for the member of staff currently dealing with the service user (in this example, Mr. Smith). At times, as professionals we need to recognise that some interventions are unsuccessful, and/or may escalate situations. Therefore, the professional judgments and support of our colleagues should be accepted.
- 4) ***“What do you suggest, Ms Jones?”*** The focus here should be on team help, autonomy is passed over allowing the member of staff to suggest an alternative strategy.
- 5) ***“How about if I sit with John and I’ll catch up with you later.”*** This example provides us a subtle way of helping a colleague out of a situation with respect and dignity. It is important that we “catch up with” them later, to provide feedback and discuss outcomes.

Playground Pass

- A playground pass can be issued by a class teacher and a Midday Supervisor/TA in discussion with a class teacher.
- It can be issued for 1 day up to 1 week
- The pass must be collected from the member of staff at the beginning of each play/lunch time (staff to use these times to reinforce expectations).
- The child gives a copy of the pass to each member of staff on duty.
- The lunchtime staff will then return the Playground Pass to the class teacher at the end of play/lunch time and discuss any issues that have arisen – a chance for positive reinforcement if the child has made the right behaviour choices.
- The member of staff will then follow this up with the child.



Playground Pass

- I must ask an adult before joining in a small team game
- I will only use kind words and names
- I must ask an adult before I am allowed on the field
- I will keep my hands and feet to myself
- I will choose sensible games to play

Small Team Games – Rules

- I understand the zoning of the playground to help EVERYONE have FUN and SAFE playtimes with a variety of activities for ALL and I must respect all zone areas and activities within the zones
- I will not swear, use inappropriate language or call other players names
- I will play safe, in a controlled way and will say sorry if I accidentally kick or barge into another player
- If I become frustrated, I will control my temper or move to a different zone to help me calm down and make the right choice. E.G., counting slowly to 10 or giving myself a 2-minute time out.
- I will not block penalties, free shots/passes to obstruct the flow of the game
- I will be respectful towards all staff and players, recognising that everyone is equal
- I will show the values of the School Games when in the playground and on the field
- I will listen to the adult in charge. I must not answer back – what they say goes!
- I will ask to go to the toilet and only when given a toilet pass may I go to the toilet
- I will stop play immediately upon the whistle blow/bell ring and listen to instructions

I agree to follow the school and the small team games rules.

I understand that I will be given a yellow warning card, followed by a red card where I will be put into the 'Reflection Zone' to think about my actions and a one-day game ban if I break any of the rules

Pupil: _____ Date _____





Heather Primary School Behaviour Management Plan and Risk Assessment



Name of Pupil:		Name of Teacher:	
Date of Birth:		Date of Plan:	
Year Group:		Review Date:	

Heather Primary School Behaviour Management Plan and Risk Assessment

Name of pupil	Name of Teacher:
Year Group:	Date of plan:
	Review Date

Identification and Assessment of Risk	
Why is it necessary to have a Behaviour management Plan?	
Describe behaviours likely to be exhibited	<ul style="list-style-type: none"> •

Behaviour	How likely is the risk to happen? <i>High = daily / more than once a day</i> <i>Medium – weekly</i> <i>Low – less than once a week</i>	How great is the risk to others? High = potential to serious injury to others, self and property Medium = some potential to injury and harm Low = prevents learning – no risk of injury
Refusing to follow adult directed instructions <ul style="list-style-type: none">• Classroom		
Refusing to follow adult directed instructions <ul style="list-style-type: none">• Break/Lunchtime		
Lashing out at peers in frustration		

Lashing out using furniture		
Absconding but staying with in school building		
Absconding and attempting to leave school site		
Climbing		

Who / what is affected by the risk?	Staff; Peers; Self; People in the community; Property; Specific Individuals.
In what situations does the risk occur?	
Are there any known trigger situations? Who, what, when, where?	
Are there any warning signs?	
Are there any medical or emotional considerations?	

Risk Reduction Options (Pupil's emotional well-being will have an impact on their level of communication, both receptive and expressive. This must be taken into consideration when planning interventions to reduce behavioural difficulties)	
Avoidance Strategies – (Pro-active interventions to prevent risk)	•
De-escalation Strategies (Early interventions to manage risk)	•
Positive Handling Strategies (Team Teach holds) (Interventions to respond to adverse outcomes)	•
Additional Advice	

•

Actions following any incident	
De-Brief Structure Pupil, Other pupils, Staff	•
RECORDING AND REPORTING REQUIRED	•

Signature of Headteacher
Signature of Parents

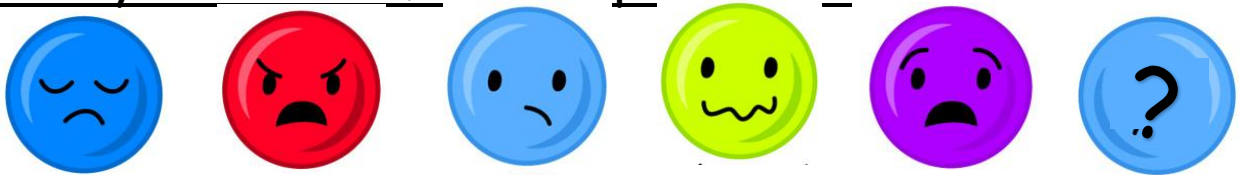
Behaviour Reflection Sheet

What happened? (This can be dictated to an adult)

This is how I felt:



How did your behaviour make other people feel?:



This behaviour is not ok because.....

What do you need to do now to turn your behaviour around?

Next time I will.....



Behaviour Contract



Example

Rules	Consequences/Rewards - needs completing
You cannot leave the classroom without a teacher's permission	
You must complete the work set by the teacher (this can include being helped by an adult)	
You must not walk or run in the corridor	
You must not run or walk around the classroom or make loud distracting noises	
You must eat your lunch in a room away from the hall - you may have a friend with you	
You must follow instructions given by an adult - no verbal or physical response indicating refusal	
You must not hurt other children with your hands or feet	

We will help you by:

- Providing a warning whenever you are making the wrong choices
- Providing adult support in the classroom
- Providing a laptop for written work
- Giving you extra opportunities for handwriting practice
- Making a task easier for you to achieve, this includes asking you to explain what you find difficult

I have understood the behaviour contract and the rewards and consequences of it.

Pupil	Parent	Headteacher



Heather Primary School

Behaviour Risk Assessment Tool – (Appendix 14)



Pupil: *****	Class teacher:	Include here relevant information – when started school, who collects picks up, who lives in the house, academic level
D.O.B:	Route through school:	

Identifying Behaviour Strengths and Targets

Code	Never	Rarely	Sometimes	Often	Mostly	Always
Colour	Red		Yellow		Green	
Score	0	1	2	3	4	5
DESIRABLE BEHAVIOURS						
Conduct Behaviour						
Shows respect for staff <i>e.g. listens, follows instructions, answers politely, does not interrupt, call out, provoke, refuse, tell lies, argue or answer back</i>						
Shows respect for peers <i>e.g. interacts politely, listens, takes turns, shares, does not dominate, provoke, push in, take equipment from others etc</i>						
Seeks attention appropriately <i>e.g. does not distract or interfere with others, talk over someone else, call out, deliberately disrupt etc</i>						
Is verbally peaceable <i>e.g. is not verbally aggressive, rarely retaliates, does not bully, tease, call names, racially abuse, swear, intimidate etc</i>						
Is physically peaceable <i>e.g. is not physically aggressive, avoids fights, rarely retaliates, does not bully, punch, kick, slap, nip, scratch, spit etc</i>						
Shows respect for property <i>e.g. cares for books and equipment, does not steal, damage, destroy, vandalise etc</i>						
Emotional Behaviour						
Has empathy <i>e.g. is tolerant of others, shows understanding and sympathy, shares with others, is considerate and caring</i>						
Is socially aware <i>e.g. interacts appropriately with others, has a circle of friends, does not appear isolated, a loner, is well liked, popular</i>						
Is happy <i>e.g. has fun at appropriate times, joins in, smiles, laughs, is cheerful, does not appear unhappy, tearful, depressed, detached etc</i>						

Is confident e.g. has self-esteem, positive self-image, relaxed, has a go, outward going, robust, does not fear failure, new things or risk taking etc						
Is emotionally stable e.g. has self-control, patience, is not easily annoyed by others, does not suffer mood swings, over react, lose control, runaway etc						
Accepts responsibility e.g. will own up when things go wrong, accepts mediation, does not blame others, lie, bear grudges etc						
Learning Behaviour/Effort						
Is attentive e.g. shows interest, pays attention, concentrates, stays on task, completes work, is not easily distracted and does not try to distract others						
Is organised e.g. works systematically and at a reasonable pace, has the necessary equipment, does not avoid or delay, forget or lose equipment						
Effective communicator e.g. clear, coherent, audible speech, good eye contact, takes part in classroom discussion, will read aloud, offer answers/ideas						
Independent learner e.g. requires minimal support, adult intervention and guidance, remembers targets and works towards achieving them						
Level of risk						
Does not appear to be at risk e.g. appears clean, well groomed, well presented, well fed, alert, no disclosures, appointments kept						
Presents no risk to themselves e.g. adheres to rules, does not lose control, self-harm, engage in substance abuse, runaway behaviour, truancy etc						
Presents no risk to others e.g. does not assault staff or peers, or require ongoing supervision, limit setting or physical intervention						
Total:						
Impaired	Unacceptable	Borderline	Acceptable	Good	Excellent	
0-19	20-39	40-54	55-74	75-89	90-100	

Current undesired behaviours: •	Things of importance to the pupil: •
Triggers: •	SEND involvement:
Targets:	

<p>Positive Behaviour Strategies:</p> <ul style="list-style-type: none"> • Catch them being good • Reward appropriate behaviour • Tactically ignore behaviours if it is safe to do so • Praise and encourage • Give rule reminders – verbally and recorded • Share positive behaviours with family • Offer choice to the pupil where possible • Teach the pupil an alternative acceptable behaviour 	<p>Heather Behaviour Policy Strategies:</p> <p>STAGE 1:</p> <ul style="list-style-type: none"> • Praise the other children for behaving well • Wait quietly for the child to realise that you have noticed • Make eye contact with the child • Ask the child a question to help refocus them <p>If the misbehaviour continues</p> <p>STAGE 2:</p> <ul style="list-style-type: none"> • Speak quietly to the child at an appropriate distance i.e. not invading their personal space • Name the child in a firm voice • Identify the misbehaviour and ask the child to behave correctly – i.e. a positive statement such as “Please can you do this” rather than “don’t do that”. • Point out and remind the child of the relevant class and school rules. • Remove some Golden Time (5-minute blocks only)
<p>Heather Lunchtime Behaviour Strategies:</p> <ul style="list-style-type: none"> • Gentle reminder • Two-minute reflection and apology. This can be raised to five minutes if not taken with respect. • Referred to senior member of staff. Number 2 will then be repeated. 	
<p>Additional Class Teacher Strategies (what strategies are in place beyond the behaviour policy to help the pupil behave appropriately? In the classroom / dinner hall / playground?):</p>	<p>Additional Preventative Strategies (what special arrangements need to be in place to help the pupil succeed? Lining up first, sitting on the edge etc):</p>
<p>Additional Specific Strategies (What strategies are in place to alleviate triggers or in response to triggers? How are desired behaviours being taught?):</p>	<p>Additional Further Strategies (How and when will other staff members, including SLT and parents be involved?):</p>
<p>Role of the Parents/ Carers:</p>	
<p>Review:</p>	




Appendix 15

Heather Primary School Report Card

Name

Date

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 1					
Playtime					
Morning 2					
Lunchtime					
Afternoon 1					
Afternoon 2					
Teacher Comment signature					
Parent Comment Signature					

Behaviours following the Golden Rules	Behaviour Choices where warnings are required	Unacceptable Behaviour Choices
		
	<p>Interrupting an adult when talking Interrupting classmates when they are working Not starting work when asked Not trying your best with work Continuing after a countdown has been completed Being rude to adults and classmates Continuing to play after the whistle Not lining up promptly when told Not standing still and quietly in line</p>	<p>Purposefully hurting another person or trying to hurt another person Threatening another person Swearing Disrespectful to staff Leaving the classroom without permission Purposeful damaging school property</p>

Please note - we expect your child to be able to explain to their parent/carer their behaviour choices particularly if they have received an orange or a red face. The word 'naughty' will not be used with your child as at Heather, we feel it is important that children understand which element of their behaviour choice was unacceptable and 'naughty' can cover a multitude of behaviour choices

Child's Name:			
Date	Stage - Behaviour (number and brief detail)	Sanction	Parents Informed