



# Heronswood Primary School and Pre-School

## Behaviour Policy

### 1 - PRINCIPLES

At Heronswood Primary School we strive to achieve and promote high standards of behaviour. It is the intention of this policy to detail our expectations of pupil behaviour and the strategies and approaches used to achieve these.

Our behaviour policy is an essential foundation for generating an ethos consistent with our values.

### 2 – VALUES (STARS)

Our school will encourage children to value themselves, to become caring members of the community by taking responsibility for themselves, their actions and choices.

Our school values are:

**Safety**

**Trust**

**Achievement**

**Respect**

**Sharing**

### 3 – ETHOS – OUR POSITIVE APPROACH

Our school provides a structured environment with clear boundaries. Whilst the approach is firm and disciplined, positive reinforcement is central to our behaviour management. Our pupils are encouraged to take responsibility for their behaviour and to recognise how their choice of actions links to consequences, both positive and negative. Expectations of behaviour are high and in order to motivate pupils to achieve this we praise and reward good behaviour frequently and consistently. Equally, for inappropriate behaviour, we implement clear consequences. It is important that challenging behaviour is dealt with when it arises and not avoided or ignored.

### 4- TEACHING AND LEARNING

Our principle aim is to create a school environment with appropriate routines and expectations of behaviour. Therefore, a part of our role is the teaching of appropriate responses and behaviour. Whilst aiming to develop pupils' behaviour, we address other underlying factors which may have contributed towards the difficulties at school.

These may include:

- Poor emotional literacy skills
- Low self-esteem
- Poor social skills
- An inability to accept responsibility for his/her actions
- Poor speech and language skills

In order to combine these sometimes divergent aims, we feel our pupils need clear and simple guidelines on expected behaviour; which are consistently, but sympathetically, enforced. We believe in a firm but caring approach in which we seek to facilitate the child in modifying his/her behaviour by reinforcing the positives and raising the pupil's own view of his/her achievement in all areas.

**5 – ROLES AND RESPONSIBILITY**

Promoting positive behaviour is the responsibility of the school as a whole. For our policy to be implemented comprehensively the roles and responsibilities are broadly outlined below.

**The role of the Head of School**

The Head is responsible for:

- Establishing an environment that encourages positive behaviour and regular attendance, discouraging bullying and promotes race equality.
- Organising support for implementing the behaviour policy.
- Developing, monitoring and reviewing of the behaviour policy.

**The role of the Teaching staff**

The Teaching staff are responsible for:

- Implementing the behaviour policy with their class.
- Effective classroom management and the consistency of their application of the approaches outlined in the policy.
- Provision for all children within class, including children with special educational needs as defined in the SEN policy.
- Delivering a curriculum for teaching and learning appropriate behaviour.

**The role of all staff (including lunch staff)**

All non teaching staff are responsible for:

- Ensuring that the policy is consistently and fairly applied.
- Teaching pupils how to behave appropriately.
- Providing mutual support
- Modelling the high standards of behaviour expected from pupils.

**The role of the Pupils:**

The pupils are responsible for

- Shaping and promoting the school's code of conduct.
- Supporting staff and other pupils.

**The role of the Parents**

The parents are responsible for:

- Their child's attendance.
- Their child's behaviour inside and outside school
- Working in partnership with the school to establish and maintain high standards of behaviour.
- Modelling the high standards of behaviour expected from pupils.

This policy has been written in consultation with governors, staff and pupils.

**Policy Updated: September 2016**

**Agreed by Governors: October 2016**

**Review date: September 2018**

### APPENDIX 1 – BEHAVIOUR APPROACHES AND STRATEGIES

It is the intention of this policy document to outline the behaviour approaches and strategies used in our school. It is essential to detail these to ensure that all staff have a consistent approach. To maximise the effectiveness of the provision at our school consistency is paramount.

The approaches are categorised into positive consequences, negative consequences and de-escalation strategies.

The zone board will be used in all classrooms, which will monitor the pupils' behaviour. Our zone board actions have been determined by our Learning Ambassadors in September 2015, see table below:

Zones	Actions
Green Zone	<ul style="list-style-type: none"> <li>At the end of each day re-set all names to green zone.</li> <li>Celebrate 'Green is Good!'</li> <li>Consistently reinforce green behaviours</li> </ul>
Silver Zone	<ul style="list-style-type: none"> <li><b>At end of day</b> reward with a silver star</li> <li>Celebrate behaviours which are Silver</li> </ul>
Gold Zone	<ul style="list-style-type: none"> <li><b>At end of day</b> reward with a gold star.</li> <li>Record names on chart:               <ul style="list-style-type: none"> <li><b>10 times = Gold Zone Postcard</b> – Postcard written by Head of School.</li> <li><b>Gold Zone Inter-Class Competition</b></li> </ul> </li> </ul>
Orange Zone	<ul style="list-style-type: none"> <li>A warning, with reasoning, to be given to a child explaining they need to show green behaviours and make good choices otherwise their name will be placed into the orange zone.</li> <li>If a child continues to choose to not follow our school VALUES then they move their name into the orange zone. Discussion with child and how he/she could positively change their behaviour.</li> </ul>
Red Zone	<ul style="list-style-type: none"> <li>If a child is moved into red zone = PARKED.</li> <li>Please consider the most appropriate time and safe place (1 minute per year of age).</li> <li>Red Zone Card to be completed by child and adult together (all sections).</li> <li>If behaviour continues to escalate inform SLT member.</li> <li>Teacher to inform parent/carer about red card, every time one is given.</li> <li>3 x red slips - Head of School to discuss child's behaviour with parents/carers.</li> </ul>

#### **POSITIVE CONSEQUENCES**

*'It is a well-established maxim in teaching that rewards are much more effective than punishment in motivating pupils.'* *'Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure.'*

DFES 2003

The use of our positive reward systems are essential for achieving our expectations and enabling pupils to achieve their full potential. By rewarding and praising good behaviour, it is hoped that such behaviour will be promoted and encouraged. It is crucial that our pupils and their parents value the positive consequences they earn, thus they should be awarded meaningfully, carefully and consistently and be given important status.

Our positive consequences consist of:

- Verbal praise and encouragement.
- Showing work to staff and other pupils.
- Group rewards at the end of the week for the group having a positive week
- Telephoned reports to parents/carers
- Praise and commendation from the Head of School
- Green, silver and gold zone rewards.

#### **NEGATIVE CONSEQUENCES**

*'Effective sanctions are designed to promote positive behaviour and attendance rather than punish miscreants.'*

DFES 2003

Our pupils need firm boundaries that are consistently applied. This ensures that all pupils are very clear of the

consequences that will result from their choices. When a pupil makes poor choices and displays unacceptable behaviour the negative consequences are implemented fairly and calmly. Our negative consequences are designed to encourage our pupils to take responsibility for their behaviour.

Our negative consequences consist of:

- Visual prompts – the use of pictorial cards or objects to give reminders to pupils
- Verbal prompts, reminders and warnings
- Use of the school values on display in the classroom.
- Use of zone board consequences as outlined above.
- Complete unfinished work during another specified time in the day. This could be break or lunch time.
- A pupil who is 'parked' is required to complete independent work in the partner classroom for a staged return. The pupil receives minimal adult attention during this time. The pupil may return to the classroom when they show that they are calm and can follow instructions. The pupil is immediately praised on their return to the classroom for turning their behaviour around and re-joining the class appropriately

If a pupil's behaviour is persistently a significant concern to staff, or if their behaviour results in a significant risk to both pupils and staff in the school, then the Head of School will determine the best course of action from the following.

- A letter will be sent to parents by the Head of School, asking for an emergency meeting and an alternative program may be set up.
- Pastoral Support Plan with SMART targets to encourage small steps of positive behaviour this could include a part time contract at school.
- Positive Handling Plan to ensure safety of all.
- Individual risk assessment to ensure safety of all.
- Fixed term exclusion - ranging from 1 day to 1 week.
- Permanent exclusion - this is rarely used and only in extreme circumstances.

*(Please see Exclusions Policy for further details.)*

*This is a comprehensive record of our rewards and sanctions; however it is not an exhaustive account. All staff must use their professional judgement in situations in order to select and implement the most appropriate consequence. This judgement takes into account the individual pupil's emotional, social and health issues, which in some cases for our pupils, is a complex one.*

### **DE-ESCALATION STRATEGIES**

The staff at Heronswood are very experienced and skilled in managing challenging behaviour. We use a variety of tools and strategies to avoid confrontational situations which could lead to serious negative consequences.

These strategies include:

- Removing the audience – using a quieter place or moving the other pupils away
- Planned ignoring and take up time – stepping away from the pupil and expecting them to follow the instruction when you return
- Planned ignoring – rewarding the pupils who are showing the desired positive behaviour
- Use of humour – it is paramount that this does not hurt or humiliate any pupils – it should maintain a positive, personal and professional relationship with the pupil
- Distraction - distracting the pupil's attention from the problem
- Re-focusing the pupil's interest
- Changing the activity if appropriate
- Small manageable steps – provide tasks which the pupil can confidently succeed at, then introduce more challenging tasks
- Appropriate use of body language
- Appropriate use of personal space
- Involving another colleague – a different voice can be very effective
- Recognising the pupil's feelings and verbalising anxieties and feelings in a calm and constructive manner
- Providing an increased level of support if appropriate
- Offering alternative actions for the pupil to take
- Using personalisation, relationship and previous successes – remind the child of a situation they were successful in
- Clearly outlining the positive consequences if they make a good choice
- Remaining firm, fair and caring

Staff at Heronswood use their professional judgement and knowledge of the individual child to determine the most effective strategies to use.

### **THE USE OF POSITIVE HANDLING**

Most staff at the school are trained using the Team-Teach approach for positive handling. The physical techniques are based on providing the maximum amount of care, control and therapeutic support. Physical restraint should only be used in exceptional circumstances, i.e. if the child's behaviour presents a danger to:

- The child
  - Other children
  - Members of staff
  - Serious damage to property
- Physical restraint should be used only as a last resort, i.e. de-escalation strategies have failed.
  - It should not be used to force compliance with staff instructions unless related to the above and should not be used as a form of punishment.
  - Physical restraint should not continue longer than necessary. As soon as it is safe to do so the restraint should be gradually relaxed.
  - The age and size of the child should be taken into consideration when applying restraint. Only the minimum amount of restraint to prevent injury or damage should be used.
  - It is essential that two members of staff are present if restraint has to be used.
  - If a child is determined to leave the school, teachers may
    - Use their physical presence to obstruct the exit and to remonstrate with the child.
    - Hold a child to prevent him/her from leaving the school.
- If these strategies are unsuccessful restraint may be used if
- The circumstances outlined above are applicable
  - The child is at risk in other ways, e.g. in contact with an unsuitable adult
  - There is no responsible adult at home to take charge – or at least to inform

Any incident involving the use of restraint should be reported, verbally, to the Head of School immediately and this should be followed by a written report of the incident within 24 hours. Staff complete a Positive Physical Intervention report.

Following a restraint there is support for both the pupil and the members of staff, this involves following the Team-Teach guidelines. For pupils, they will have the opportunity to reflect on the incident and to consider a plan with staff that would lead to solutions. For staff, they will have the opportunity to de-brief with staff as soon as is possible after the incident.

### **SUPPORT SYSTEMS FOR PUPILS**

Our strategies for early intervention for pupils most at risk include:

- Regular pupil review meetings
- Contact with parents for unexplained absence
- Contact with parents for unexplained changes in behaviour or attitude
- Referrals for specialist advice
- In the situation where fixed term exclusion has been applied, parent/s and pupil should attend a re-integration meeting before returning to school and agree a PSP (pastoral support plan).

### **SUPPORT SYSTEMS FOR STAFF**

Our strategies for staff support include:

- Regular professional development and training on behaviour
- Weekly staff meetings with opportunities to discuss any concerns
- Advice and support from colleagues
- When referrals are needed to other external agencies the member of staff will consult with the Head of School/SENco.
- Spend time talking through the situation with the Early Intervention Family Support worker

### **SUPPORT SYSTEMS FOR PARENTS**

Our strategies for parental support include:

- Contacting parents when a pupil has an unexplained absence. This ensures that the parent is aware that

- the child is not in school, enabling the parent to take steps to establish that their child is safe
- Involving parents at all stages of their child's education when deemed necessary through review meetings.
- The school's expectations are made explicit to parents to enable them to understand and participate as fully as possible
- Parents are invited to attend school so that all the procedures can be explained if they are in any doubt or need clarification regarding a behaviour issue.
- Attend a drop in session with the early Intervention family support worker.