Heath Mount Primary School Behaviour Policy. (Including Anti – Bullying)

Review: March 2019
At Heath Mount Primary School we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach our children socially acceptable behaviour.

Our aims at Heath Mount Primary are:

- To promote high standards by modelling positive behaviour at all times
- To encourage high standards of work and behaviour using praise, rewards and building a positive self-image
- To ensure that all adults and children in our school treat each other with mutual respect and consideration.

The Behaviour Policy builds on the following:

- Anti-Bullying Policy
- Behaviour Policy

Rights and Responsibilities

- Everyone at our school has the responsibility to ensure that Heath Mount Primary School is a safe place in which to learn, work and play
- Teachers and staff have the right to teach and work in a friendly, safe school which is supported by the community
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Code of Conduct

We believe in the basic principles of honesty, respect, consideration and responsibility. When children are following school rules and behaving in an appropriate way, we say that they are demonstrating positive behaviour. Our expectation is that everyone in the school community aims to show this behaviour at all times.

The school environment plays a central role in the children’s social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times.

At Heath Mount Primary Schools we have adopted The Behaviour Framework for Intervention (Environmental Checklist). Within all of our classrooms we use a Behaviour Ladder, which uses Red, Amber and Green zones with a Star/ Pot of Gold/ rainbow zone at the top of the board. This zone board is linked to the Class Dojo system- pupils who achieve the top zone in their classroom will be awarded 5 Dojo points.

Why Positive Behaviour Management?

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and to help them to develop strategies to make appropriate choices. Our aim at Heath Mount is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour is the foundation of all learning, and without a calm atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example. Teachers and parents have a responsibility to set a good example as well as ensuring that school rules are followed. Staff work, to promote positive behaviour at every opportunity. School assemblies provide a focal point for talking about, and reinforcing aspects of the school ethos. Regular assemblies are held to revise with children what is meant by positive behaviour and what this will look like.
The Heath Mount Charter and Classroom Rules

Our School Council in consultation with all of our pupils have been responsible for producing the Heath Mount Charter which has been shared with the whole school. The Charter is on display around school. Each class has their own Class Rules which are signed by the whole class and are on display in class.

Positive Behaviour
Whole School Behaviour Policy

KS1 & KS2
Throughout the year pupils and parents will be reminded about the school rules, the School Charter and Class rules. Pupils and parents will be reminded that failure to meet the school and class rules will lead to sanctions; these sanctions are hierarchical and are designed as a positive step towards more socially acceptable behaviour.

Within each classroom, there is be a behaviour ladder (See Appendix 1 & 2), prominently on display. This ladder rewards good behaviour and sanctions against low-level disruption. All the pupils begin the day in the middle of the ladder (Green zone). They can move up the rungs of the ladder to the top where they can receive 5 Dojo points. However, if they cause low-level disruption they will be given one warning before being moved down the ladder (to the Amber zone). The teacher should try to use positive behaviour strategies to encourage the child to move back up the ladder (to the Green zone). However, if the child reaches the last rung of the ladder (Red zone) and continues to misbehave they will be given a Reflection Time. Reflection Time is recorded. A child on Reflection Time must take a Reflection Time sheet (See Appendix 3 & 4), to a partner class and is expected to reflect on their behaviour for 10 minutes before returning to the classroom. A child with a Reflection Time should then take the Reflection Time sheet to the next Reflection Time with the Phase Leader at playtime. This is usually led by a member of the senior leadership team or the Phase Leader during morning playtime. The child will be expected to reflect on their time out and future actions to prevent misbehaviour. The person leading Reflection Time will check that the Reflection Time is recorded on Scholar Pack and in the Reflection Time file.

When a child returns to the class after a time out, it should be explained to them that they should try to climb back up the Behaviour Ladder. If they continue to misbehave, they will be given a 2nd Time Out sheet and sent to a member of SLT or the Headteacher as above.

EYFS
Instead of the Behaviour Ladder, pupils in Early Year Foundation Stage use a zone board very similar to the ladder:
Number 10 is the rainbow zone (with rainbow certificate)
Numbers 7, 8 & 9- form the gold zone
Numbers 4, 5 & 6- form the silver zone
Numbers 1, 2 & 3- form the green zone- all pupils start the day here
Orange- equates to a first warning
Red- equates to time out in class, the opposing class, or the 'Time Out Tent’

The above numbers link to the Class Dojo system.

Overview
The Class Dojo system is a behaviour management tool for the classroom. Each student has a profile – complete with their own avatar – to which teachers can assign positive and negative points (or 'dojos') throughout the lesson. The programme can be operated
by the teacher from their computer or tablet, and each time they award a point a sound plays to alert the class (optional). This information is then recorded on students’ profiles so that it can be reviewed throughout the year. Parents also have logins so that they can view their child’s achievements from home.

The systems allow for the following:
- A consistent approach that can be used by all staff
- A whole class and individual reward system
- Approaches to manage behaviour are less intrusive
- Teaching of specific behaviours and routines

At the end of the week the pupil with the most Dojos in their class receives a certificate during Friday assembly.

**Special Rewards**
Weekly certificates are given to the children. These include: an Attitude to Learning Certificate, Good Behaviour Certificate, Dojo Certificate, Maths Certificate and Writing Certificate.

**Behaviour concerns**
Behaviour concerns are recorded on the school’s management information system—Scholar pack.

**Vulnerable Pupils**
During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

**Fixed-Term and Permanent Exclusions**
We follow the Behaviour Ladder referred to above and the levels 1-5 within this policy. Fixed Term and Permanent Exclusions are a last resort and are used when all the other levels have been exhausted or if the behaviour is deemed so serious that it requires an exclusion. We do not wish to exclude any child from school, but sometimes this may be necessary. The school has adopted the standard national list of reasons for exclusion, and the standard guidance, Statutory Guidance on School Exclusions (September 2015). We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child 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, the Head will inform the parents immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parents about how to appeal.

The Headteacher will inform the Local Authority and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Board itself cannot exclude a child or extend the exclusion period made by the Headteacher.

The Governing Board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA,
and consider whether the child should be reinstated. If the governors’ appeals panel
decides that a child should be reinstated, the Headteacher must comply with this ruling.

Beyond the School Gate
Whilst this behaviour policy refers mainly to the behaviours of pupils within school
premises, the school reserves the right to discipline beyond the school gate. Our policy
covers any inappropriate behaviour when children are:
• Taking part in any school organised or school related activity
• Travelling to or from school
• Wearing school uniform or in some way identifiable as a pupil from our School
• Posing a threat to another pupil or member of the public
• Adversely affecting the reputation of the school
In the incidences above, the Headteacher may notify the parents or the police of any
actions taken against a pupil. If the behaviour is criminal or causes threat to a member
of the public, the police will always be informed.

Out of School Behaviour
The school is committed to ensuring our pupils act as positive ambassadors for our
school.
We expect the following:
• Good behaviour on the way to and from school.
• Positive behaviour which does not threaten the health, safety or welfare of our
pupils, staff, volunteers or members of the public.
• Reassurance to members of the public about school care and control over pupils
in order to protect the reputation of the school.

Multi Agencies and External Advice
Where it becomes clear that a child is having on-going difficulties in managing their
behaviour, there are a wide range of strategies which are used to support pupils:
• Behaviour charts to enable celebration of good behaviour
• Increased communication between home and school
• Individual behaviour plans ( IBPs)
• Support from the SENCo (Special Educational Needs Co-ordinator), identified
teaching assistants, teachers
• Small group work or 1:1 support in self-esteem, emotional literacy, anger
management, Social skills group sessions etc.
• Additional literacy or numeracy support where this is identified as a barrier to
learning and impacts on the pupil’s behaviour
• Alternative curriculum provision
• Reduced timetable
• Referral to outside agencies such as Educational Psychologist, Behaviour Support
Service, Mental Health Worker CAHMS etc

The Use of Reasonable Force
Whilst we are a ‘hands off’ school, in order to maintain the safety and welfare of our
pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted
by law. This is only to be used when all possible options for giving the pupil time/space
to regain self-control have been exhausted.
The Governing Board have taken account of advice provided by the DfE - Use of
reasonable force: advice for head teachers, staff and governing bodies and the school’s

Reasonable force will be used only when immediately necessary and for the minimum
time necessary to achieve the desired result and in order to prevent a pupil from doing
or continuing to do any of the following:
• Committing a criminal offence
• Injuring themselves or others causing damage to property, including their own.
• Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere. Force will never be used as a punishment.

Circumstances in which reasonable force might be used include the following:
• Pupils found fighting will be physically separated.
• Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
• Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
• In order to prevent a pupil from attacking a member of staff or another pupil
• To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object
• When reasonable force is used parents will be informed straight away followed by a letter from the headteacher. All incidents will be recorded and kept in individual files

Anti Bullying Guidelines
What is Bullying?
The Governors, staff and pupils of Heath Mount Primary Schools accept the following definition of “bullying” taken from: Primary National Strategy SEAL materials (2006). Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:
• It is ongoing (not the same as a conflict between two equals or a random, unprovoked, aggressive act)
• It is deliberate
• It is unequal – it involves a power imbalance (this can result from size, number, and higher status, being “different” or having access to limited resources)
Specific types of bullying include those relating to:
• Race, religion, culture or gender;
• SEN or disabilities;
• Appearance or health conditions;
• Gender;
• Looked after children or otherwise related to home circumstances;
• Homophobic bullying
Acts of bullying can include:
• Name-calling;
• Taunting;
• Mocking; Making offensive comments; Kicking; Hitting; Pushing/Fighting/Picking on an individual for no reason;
• Taking belongings;
• Inappropriate text messaging and emailing; Sending offensive or degrading images by phone or via the internet e.g. via Social;
• Spreading hurtful and untruthful rumours;
• Excluding people from groups;

Cyber bullying can be defined as the use of information and communications technology, particularly mobile phones and the internet, deliberately used to upset someone else. Cyber bullying that occurs while pupils are under the schools direct supervision will be dealt with in line with this Policy (Whole School Behaviour Policy). In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply.

The school wherever possible will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

Principles
We take bullying seriously in our schools and will not tolerate it.
We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self-esteem.
We also react to bullying decisively and consistently with appropriate sanctions.

**Strategies**
The school takes part in the National Anti-Bullying Week through assemblies, Class Worship Time and PSHE lessons. Children are provided with a clear message about bullying this is reinforced and encouraged by an empathetic, listening culture amongst the adults in the school. Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

**Reporting and Recording Incidents of Bullying**
Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil’s class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Incidents may then be referred to the Head teacher. Pupil voice is important at our schools and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies & during our Anti-Bullying Week.

**PSHE during class/circle time**
The Whole School Behaviour Policy also reinforces the expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents, homophobic incidents, assaults on staff and pupils and information on incidents of bullying.

**Tackling Bullying**
The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

**Strategies for Dealing with the Bully**
- Disciplinary sanction imposed either time out, removal of privileges or in extreme instances:
- Exclusion:
- Engage promptly with parents to ensure their support and involvement:
- Restorative justice approaches taken as appropriate:
- One to one interviews with staff or peer mentors:
- Social skills/friendship groups:
- Work with the educational psychologist or other outside agency:
- Anger management strategies discussed:

**Strategies to Support a Victim**
- Disciplinary sanctions as appropriate applied to the bully
- 1:1 discussion and possibly counselling
- 1:1 parental interview, parental support and involvement
- Behavioural journals given
- Self-assertive strategies discussed

**Allegations of Abuse Against Staff and Other Adults Working in the School**
All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Governors of Heath Mount Primary Schools have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are pupil welfare concerns and take action to address them, in partnership with other local inter-agency procedures.
The staff at Heath Mount Primary have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, we have procedures for dealing with allegations of abuse against members of staff and volunteers. The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation (please see The Child Protection Policy 2015).

**Lunchtime Supervision**
The school has responsibility for the provision of school meals and the supervision of the pupils at lunchtimes.

City Serve Schools Catering are responsible for supplying the school meals and nutritional standards.

**Aims:**
- To provide the children with a positive dining experience
- To ensure the lunch hour runs smoothly for all members of the school team
- To develop social skills
- To encourage healthy eating in line with Healthy Schools guidelines
- To provide a period of exercise and relaxation in preparation for the afternoon session

Children entitled to a school meal eat their lunch in the hall/dining room. Those having a packed lunch eat their lunch in the hall/dining room or occasionally, in fine weather, outside.

The Head teacher is obliged to ensure there are satisfactory levels of supervision throughout the lunch break. Lunchtime Supervisors have a very important role within the school and the contribution they make to the management of the school, and the care and welfare of the children, is valued very highly.

**The Role of the Lunchtime Supervisors**
- To supervise pupils on the school site, overseeing their care and welfare during the lunch break, in the playground and dining areas.
- To encourage healthy eating and the development of social skills
- To be aware of the individual needs of pupils.
- To be aware of the emergency procedures.
- To deal with minor accidents and incidents.
- To oversee activities for pupils during wet lunch breaks.
- To report to the Head teacher or Teacher in Charge on issues, concerns and procedures.
- To keep records of incidents and accidents on Scholar Pack.
- To undertake training as required.

**Disclosures:**
- If a child confides in a member of staff and makes a disclosure, the child will be informed that the member of staff has a duty to report it to the DSL responsible for Child Protection, who will set the Child Protection Procedures in motion.

**Additional Documentation available:**
Safeguarding Children Policy:
Health & Safety Policy
Staff Handbook
Behaviour Policy
Child Protection Policy
Equal Opportunities Policy

Signed ………………………….. ………….. (Chair of Inetrim Executive Board)

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