



Heworth

Church of England Primary School

Behaviour Policy

2023/2024

Staff member responsible: Simon White

Approved by Governors: September 2023

To be reviewed by: September 2024

Our Vision and Values

At Heworth CE Primary School:

We support each child to flourish academically, spiritually and culturally.
We inspire, nurture and develop highly motivated independent young people
Our children are compassionate, courageous, respectful and persevere in all they do.

'I have come in order that you might have life—life in all its fullness.'
(John 10v10b)

As part of this, we teach and expect all our school community to behave appropriately in a modern and diverse school setting and society.

Central to this are our four Christian values:



These values are regularly discussed in the classroom, the playground, Collective Worship and in school correspondence with parents.

Children are encouraged to **behave** in an exemplary manner, to show **compassion** and **respect** to each other, staff and property, and to understand and to abide by the school rules. They are also taught to show **courage** and **perseverance** when they believe that the behaviour of others is not what is expected.

At Heworth CE Primary School, we recognise that:

- all children should be expected to behave in an exemplary manner at school.
- all children have the right to be in a school environment free from negative behaviour which adversely impacts on their happiness and learning
- clear rules, guidelines, rewards and sanctions should be in place to help children to behave appropriately
- a calm, happy, family atmosphere helps children to follow appropriate behaviour patterns
- strong relationships between home and school help to encourage appropriate behaviour

Our Behaviour Policy ensures that all children learn in a supportive, caring and safe environment where behaviour has a positive impact on their learning. This supports our vision of ***“helping each child to flourish academically, spiritually and culturally”*** and our values of **courage, perseverance, respect and compassion.**

This policy and its implementation is the responsibility of all staff throughout school.

Our Aims

- Ensure whole staff commitment to effective positive behaviour management which is respectful, supportive, understanding and accepting of diversity
- Encourage a calm, purposeful, safe and happy environment
- Help children to be responsible for their own behaviour by encouraging independence and self-discipline
- Provide a consistent, insistent and persistent approach to behaviour throughout school with parental support and involvement
- Provide a simple system that encourages children to work together cooperatively and which benefits the whole Heworth community
- Help children to understand and be part of rewards and sanctions and ensure that these are followed consistently to promote good behaviour and good choices

Our School Rules

Our School Rules are underpinned by our values. These are displayed throughout our building. They are:

1. **Respect** everyone and everything - *We value everyone’s abilities, achievements, differences and qualities. We value everyone’s belongings including ours, our peers and our schools.*
2. Show **Compassion** towards others - *We recognise when others need our help and take action to support them.*
3. Show **Courage**- *We have mental and moral strength to stand up for what we believe in, especially if we see something that we know is wrong*
4. Demonstrate **Perseverance** - *We never give up even when things get hard.*

Our values and rules are intertwined. Our Christian values are central to all that we do in Heworth CE Primary School. We know that by using these values as our rules, behaviour across school will be understood, promoted and improved which will have an impact on all of our children. We have a positive approach to behaviour and try to help the children to have the courage to own up to their mistakes and to put things right, whilst praising children for their perseverance in the correct approach to school life. We also expect adults that work in and volunteer at Heworth CE Primary School to display the correct behaviour and set the right example for our children.

Teaching and Learning and the classroom environment is central to good behaviour. Preventing poor behaviour is always better than punishing it. We know we have responsibility for ensuring that our classroom environment supports this by being a calm, ordered space that is free from clutter and reduces cognitive load.

Staff responsibilities:

- Know and understand the children in their care – demonstrate unconditional compassion and respect
- Discuss the values, school rules and expectations with the children regularly
- Teach learning behaviours alongside managing poor behaviour
- Use classroom management strategies to support good behaviour and choices
- Do not walk past or ignore behaviour. Praise when expectations are met – deliberately and consistently catch children doing the right thing. Challenge when expectations are not met
- Use targeted support for children who need it
- Be consistent and fair and refer to the school rules
- Use consistent language

The Senior Leadership Team responsibilities:

- To ensure the behaviour policy is implemented consistently across school
- Report to governors on the impact of the policy and present behaviour data regularly during LGCs
- Be visible around school and demonstrate the expectations to our school community
- Recognise and celebrate staff and children who go beyond expectations
- Encourage positive praise
- Use behaviour data to target support and assess interventions
- Support staff in managing behaviour particularly with those children with more complex needs
- Follow a graduated approach to poor behaviour and when appropriate the Head Teacher will have responsibility for excluding individual children

Supply staff responsibilities:

- Read the visitors guide before teaching
- Read through the class overview before teaching
- Read through the behaviour policy before teaching

- Follow the behaviour policy
- Liaise with Senior Leadership if they need support

Rewards and Sanctions

Rewards

Praise and encouragement are used verbally and children are rewarded for showing our school values in action and for their quality of work.

School Values

- Children are awarded Values stickers daily for showing use of the school values
- Children can earn the 'Value's Cup', a weekly trophy awarded to an individual or group of children, for consistent use of the school values throughout the week. This is handed out in the school's weekly Together Time collective worship. Children and adults are given the opportunity to nominate someone who deserves this throughout the week
- The recipient of the Values Cup is mentioned in the school's weekly newsletter and added to the schools social media accounts (should this be authorised).

House Point System

- The school has a House Point system
- When children join the school they are placed in Houses
- Children can earn House Points for working hard and achieving well specific to that child. These are collated at the end of each half term, with the winning house receiving a prize to reward their efforts.
- The House Point system is celebrated in class and during end of week Together Time.
- All classes have House Tubes in classrooms in which House Points are collected. At the end of each week, children bring these tubes to Together Time assembly where they are added to the House Point tubes in the hall.

Other Rewards

- Children completing great work will be able to show this to the Headteacher who will reward them with a sticker
- Children can receive a weekly Together Time certificate for excellent work or representation of the school values throughout the week. These are given to 2 children from each class each week during Together Time assembly
- Teachers can send a message home praising children for their behaviour. This can be done via conversation directly with the parent, over a telephone call or by sending a Heworth postcard home.

Sanctions

We have a common sense approach to poor behaviour which is dealt with in a consistent manner across school. We regularly review each session reinforcing positive behaviour and our expectations. We look for those children who are modelling the behaviour we expect and reward these children to encourage others to do the right thing. When a sanction is issued it should be proportionate to the behaviour. It should be made clear that it is the behaviour that is unacceptable not the child.

Behaviour Ladder Chart

Each classroom displays a Behaviour Ladder Chart. This is a simple procedure that deals with behaviour using a colour coded system.

All teachers, support staff and visiting teachers are made aware of how to use this so that everyone is clear and consistent as to what will happen when children follow or don't follow the school rules.

The Behaviour Ladder consists of 5 rungs: Yellow, White, Green, Purple and Gold.

At the beginning of each day and every session all children start on the Green rung of the Behaviour Ladder enabling them to have a fresh start (although playtime sanctions can be rolled over dependent on need).

Exceptional Behaviour

Children displaying exceptional behaviours above expectations for their work and attitude move up the Behaviour Ladder (n.b. a child can move down during a session should their behaviours decrease in expectation).

Ladder Colour	Approach	Outcome
Gold	A child moves to Gold if... They show continued exemplary behaviours for learning and behaviour in line with the schools vision, values and rules	Gold Heworth Sticker given
Purple	A child moves up to purple if... They are beginning to show exemplary behaviours for learning and behaviour in line with the schools vision, values and rules	Team Points given

Expected Behaviours

Expected behaviours are represented by the Green rung of the ladder. These behaviours are consistent with the expectations of the school's rules. Before moving a child to a lower rung, the following approaches should be considered first.

Ladder Colour	Approach	Outcome
Green	1) A reminder of expectations and rules	To the whole class with praise for those children modelling the correct behaviour
	2) A verbal warning x2	This is specific to the child in class. Explain what rule the child has broken and what the expectation is. Ask the children whether they need help or support with what they are doing

Lower than the Expected Behaviours

If a child has exhausted the approaches on the 'Green' rung of the ladder, they should be moved to 'White'. The approaches below should be followed in order.

<p>Action that would constitute a move to White from Green may include:</p>	<ul style="list-style-type: none"> ● Recurrent examples of not following the school rules and presenting low level disruptive behaviours including: <ul style="list-style-type: none"> ○ not following instructions repeatedly ○ not completing work ○ making inappropriate noises to deliberately distracting others ○ not speaking politely or using inappropriate language ○ a child being disruptive in class ○ talking unnecessarily ○ shouting out without permission or interrupting people ○ not starting work when told to ○ showing a lack of respect for teachers and/or peers ○ answering back 	
Ladder Colour	Approach	Outcome
White	1) Minutes from playtime	The class teacher or TA should ensure that the child does this at the beginning of the playtime. The child should either complete the work that is unfinished or the number of minutes issued. Minutes missed should be recorded privately. During the missed minutes the teacher or TA should use restorative questions regarding the behaviour.
	2) Time out in own class	Move the child from their working space.

Once the approaches in White have been exhausted, the Yellow rung of the ladder should be used.

<p>Action that would constitute a move to Yellow from White or an immediate move to Yellow from anywhere on the Behaviour Ladder may include:</p>	<ul style="list-style-type: none"> ● Swearing at others ● Goading or teasing other people ● Being unkind or hurting others – verbal abuse ● Wandering away or leaving the classroom without permission ● Leaving the school without permission ● Taking other people's things ● Interfering with other children's work or activities
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		<ul style="list-style-type: none"> • Throwing objects • Breaking school property • Fighting • Bullying • Lying
Ladder Colour	Approach	Outcome
Yellow	1) Time out in another class	If the child continues to disrupt the class then moving might be the best approach for the child. Work needs to be provided for the child that they are able to complete independently. This should be followed up by the class teacher with restorative questions and a reminder that they needed a break from the situation they were in. The teacher they are sent to should not need to discuss what happened with the child, but just offer a safe space. Should the child be disruptive in the new class then move to Yellow.
	2) Further verbal warning and persistent poor behaviour	The Headteacher/Assistant Headteacher is called for or the child is brought down to the Headteacher's office to be spoken to. Conversation with parents/carer via phone call or at the end of the day by the teacher . If the behaviour is more persistent then a meeting with parents/carer is arranged or phone call with SLT and class teacher.
	3) Headteacher/Assistant Headteacher becomes involved on several occasions, with no improvement in behaviour	Parents/carer, HT and Phase Leader meet to discuss needs of the child. SENDco to be included if appropriate. Internal exclusion may be also be an option. Class teacher to develop behaviour support plan if necessary.
	4) Relevant agency support	Outreach request if appropriate Other external agency as appropriate Class teacher to update behaviour plan if needed following advice
	5) Fixed term exclusion	Between 0.5-5 days (as per Pathfinder Exclusion Policy)
	6) Permanent exclusion	As per Pathfinder Exclusion Policy

If a child has been given a sanction, they should also be given the opportunity to reflect on their behaviour and begin to make reparations.

We use restorative questions to support this process when it is appropriate to do so.

1. What happened?
2. How were you feeling at the time?
3. How have you felt since?
4. Who has been affected? - How did this make them feel?

5. What do you need to do to start to put things right/do things differently?

Further examples of how to speak to children about their behaviour can be found in the appendices.

Break time and Lunchtime Behaviour

Staff who are on duty during these times have the responsibility to ensure excellent behaviour is adhered to by all children.

During these times, the Behaviour Ladder is replaced with a separate behaviour system until the end of the break time/lunchtime when these adults can talk to the teachers directly.

During these times, a time out sanction should be given. A child will be asked to sit and contemplate their actions on benches around the playground. Having reflected, the children will be able to play once more. Actions that could lead to this include:

- Not following instructions
- Not playing nicely with others
- Not speaking politely or using inappropriate language
- Being disruptive
- Not using equipment properly

If the child's behaviour is deemed bad enough to call for the Headteacher or Assistant Headteacher, they will be sent to them or wait with an adult until they are able to join them. Behaviours that would constitute this response would include:

- Swearing at others
- Goaded or teasing other people
- Being unkind or hurting others – verbal abuse
- Wandering away or leaving the playground without permission
- Throwing objects
- Breaking school property
- Fighting
- Lying
- Bullying

Teaching staff should collect their children at the end of each break/lunch time where a conversation can be had between the adult on duty and themselves about any behaviours that have occurred. The teacher will then decide how the child starts the next session (with reference to the Behaviour Ladder).

Examples of how to speak to children about their behaviour can be found in the appendices.

Exceptions

We recognise that occasionally some children may require a different approach to our whole school behaviour system. These are developed as part of a joint up approach between school and home. This may include separate behaviour charts, behaviour support plans and risk assessments. Examples of these can be found within the Pathfinder Portal and in the appendices of this document.

Use of restraint and positive handling:

Restraining a child who is putting themselves or others in danger may be used as a last resort after all other de-escalation strategies have been attempted. Positive handling may be used by members of staff trained in the Team Teach approach to ensure that the child, other children and adults are not harmed by the behaviour. This means the child would be held by a member of staff until it was safe to release. After the event, staff review what happened and look for triggers that may have caused this behaviour so that the behaviour can be avoided again. A review form is completed and parents are contacted.

In some instances staff may need to use positive handling who have not received training. See DFE guidance on the Use of Reasonable Force in Schools. Section 93 of the Education and Inspections Act 2006 (the Act) enables school staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force. Schools do not require parental consent to use force on a student. Staff will only intervene physically to prevent children hurting themselves or others and as a last resort. When physical intervention or positive handling is necessary, proportionate and reasonable it will be conducted in a way that shows care and concern for everyone involved.

The following actions should be avoided by adults:

- Shouting
- Aggressive stance
- Appearance of anger
- Challenging questions such as why...?
- Making promises that cannot be kept
- Personal comments
- Talking about the child's behaviour in front of the child to another adult or other children

In order to de-escalate difficult situations staff will:

- Remain calm
- Reduce the size of their body
- Listen to the child
- Provide space
- Provide time
- Divert the focus
- Be prepared to change the person dealing with the situation
- Remove other children from the environment

Whenever dealing with a child's behaviour, the circumstances behind the behaviour is sought. Often there are reasons for behaviour issues which may include problems at home, hunger, bullying, classroom organisation, relationships with other people including their class teacher. There may also be issues

which are not in the control of the child. For instance, persistent lateness or not having the correct PE kit. In these instances the school will work with the child and when appropriate, the family, to help them to solve these issues.

Individual behaviour plans and risk assessment provide more detailed information and strategies for children who need more support with their behaviour.

Bullying

Bullying of any form is unacceptable at Heworth CE Primary School. These include: Verbally, physically, emotionally or online. All children are entitled to learn in a safe and supportive environment.

Bullying is typically characterised by:

- Repeated incidents – they are frequent and happen over a period of time
- The perpetrator intends to cause verbal, physical or emotional harm
- Targeting specific individuals or groups
- Unequal power relations – one person wants to feel more powerful than others

It can take the form of:

Racist bullying: Bullying based on ethnic background, religion or skin colour. It is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation

Transphobic bullying: Bullying based on another person's gender variance or for not conforming to dominant gender roles

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours

Sexual bullying: bullying that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender

At Heworth CE Primary School, we aim to prevent bullying from happening in the first place. We do this through our values based curriculum, fostering an ethos of **compassion** and **respect** for everyone and through specific anti-bullying lessons. We encourage children to challenge bullying and to tell an adult if they feel they are being bullied. Staff take all reports seriously and use CPOMs to record incidents that are reported to them. Incidents are then investigated by members of staff or members of the SLT.

We recognise that bullying can happen to any child, but particularly with children who are perceived to be different by other children. These include:

- SEND children
- Children who may be looked after or adopted
- Children who may have a health problem

- Children who may be caring for others
- Children whose families are perceived to be different

We also recognise that there may be a reason why a child may be bullying another. Our aim is to ensure that the bullying stops, that the victim is supported and that the perpetrator understands the causes and consequences of their behaviour. We apply similar sanctions to those previously mentioned ensuring that the victim is aware that there has been a consequence.

Bullying, and other forms of inappropriate behaviour, is monitored through CPOMS by the SLT weekly and reported to governors during each LGC meeting.

Monitoring:

The Head Teacher and SLT will monitor incidents of behaviour across school through the use of the CPOMS and the Behaviour Reward system. There will be regularly reviews of behaviour across school and when appropriate CPD training will take place for all staff. The Head Teacher will also report incidents, issues and trends to the governing body.

Appendices

Appendix 1: Scripts to support behaviour conversations

Appendix 2: Restraint or Major Incident Log

Appendix 3: Behaviour Plan Example

Appendix 1: Scripts to support behaviour conversations

Gentle approach including take up time with use of child's name, eye contact, proximity, hand signals, praise when correct behaviour seen.	
Reminder	<ul style="list-style-type: none"> ● I noticed you chose to... (noticed behaviour) ● This is a reminder that we need to... follow the school rules (be specific if necessary) ● You now need make the right choice. Thank you ● Example: I notice that you are running. This is not very considerate to others. Please walk. Thank you
Warning	<p>I noticed that you chose to ... (noticed behaviour). This is the second time that I have spoken to you. Please move to... where you need to make the right choice or you will begin to miss minutes at playtime.</p> <p>Do you remember when... (model of previous good behaviour)? That is the behaviour I expect from you. I know that you can make good choices. Thank you.</p> <p>Example: I have noticed that you are not ready to do your work and this is the second time that I have spoken to you. This is not respectful so you need to move to a different space and start your work or you will be choosing to finish it during your playtime. Do you remember yesterday when you started your work straight away? That is the behaviour that I would like to see. Thank you</p>
Reflection	<p>I noticed that you chose to... (noticed behaviour)</p> <p>You now need to spend time reflecting on your behaviour at break/lunch time/in the reflection area in the playground.</p> <p>Example: I have noticed that you have still not started your work. This is still not very respectful. You have now chosen to complete your work at break/lunch time. I will come and speak to you then about how we need to behave next time.</p> <p>The person who has issued the sanction needs to be with the child during this time. They should either complete the task that they missed or reflect on the behaviour they displayed.</p>
Follow Up, Repair and Restore	<p>What happened?</p> <p>What were you feeling at the time? What have you felt since?</p> <p>Who has been affected - How did this make them feel?</p> <p>What do you need to do to start to put things right/do things differently?</p>

Appendix 2: Restraint or Major Incident Log

Electronic copies can be found here.

<https://docs.google.com/document/d/13DGbzcXE8DGBpmJZoiaYcD-2nHRJc5ju/copy>

**Restraint or Major Incident**

School							
Name of Person							
Location of Incident					Date		
Names of staff involved:							
Start time of incident		Duration of restraint		Any injuries		Medical check	Incident reviewed with young person
Nature of risk			External Agencies			Supporting records	
Environment and Triggers: Describe what was happening and what led up to incident							
 What was the level of potential risk							
Low		Medium			High		
 Describe precisely what the risk was							
Verbal	Slap	Punch	Bite	Spit	Kick	Hair Grab	Neck Grab
Clothing Grab	Body Holds	Arm Grab	Weapons/missiles	Other			
Who was at risk?							
Have the parents been contacted? How has this been done?							
How can we prevent this happening again?							

Appendix 3: Behaviour Plan

Heworth CE Primary School
 Behaviour Support Plan and Risk Assessment
‘To help each child flourish as we believe they are all unique and a gift from God’

Name: Whole School Inclusive Behaviour Support:	DOB:	Year:	Completed by:	Review date:	SEND stage:
Personalised Behaviour Support:					
Escalation of behaviour:					
Level 1 Anxiety Behaviours	Level 2 Defensive Behaviours	Level 3 Crisis Behaviours	Level 4 Recovery Behaviours	Level 5 Depression Behaviours	Level 6 Follow up Behaviours.
Causes:					
Strategies to De-escalate	Strategies to De-escalate	Strategies to De-escalate	Strategies to De-escalate	Strategies to De-escalate	Strategies to De-escalate
Script	Script	Script	Script	Script	Script