



Policy of Good Behaviour

Including

Exclusion and Intervention
and
Procedures to deal with Bullying and
Classroom Incidents

Policy reviewed January 2018. Next review due January 2019.

POLICY OF GOOD BEHAVIOUR

Introduction

This policy is intended to set out the standards of behaviour required by the Staff, Pupils, Parents, Visitors and Governors of Heronshaw School. It complements the School Ethos and values and our restorative practice principles as a consistently applied and fair means of achieving high standards of behaviour within the School environment. Our school community and everyone's place in it is strengthened by all members accepting responsibility for their actions and this is key to our Restorative Practice Principles.

Aims

- To ensure Heronshaw School provides an environment where the highest standards of behaviour are expected.
- To ensure pupils feel completely safe and secure.
- To praise and reward good behaviour for both individuals and groups.
- To encourage and demonstrate respect for others.
- To give individuals the tools to develop their own moral code and be willing to take responsibility for any inappropriate behaviour.
- To treat all incidents of inappropriate behaviour seriously
- To act quickly and impartially in such instances.
- To sanction inappropriate behaviour at a level reflecting that behaviour and for sanctions to be consistent.

Standards of Behaviour

It is expected that all School users will:

- Speak to each other using appropriate language, showing respect for others at all times.
- Play appropriately and safely.
- Respect all property and equipment within the School, including personal possessions.

In addition it is expected that the pupils will:

- Always walk quietly throughout the school whether supervised or alone
- Stand still when the whistle blows at break and lunchtimes and walk in to school quietly when asked.
- Respect all areas and equipment in the playground.
- Treat each other with kindness and respect.

A Positive Approach to Behaviour Management

Staff recognise and highlight good behaviour as it occurs. This could be in the form of verbal praise, gems, tokens, stickers, certificates or Trackit light points, which can be used towards rewards within the class room (prizes or time completing an activity of the child's choice e.g. time on an iPad, outdoor activities etc.).

Children are praised throughout the school day by all members of staff for good behaviour and upholding our core Heronshaw values collectively and individually. Children are also encouraged to praise each other when they see children demonstrating one of the school values. Staff will make any interactions with negative behaviour as constructively as possible. Awards for good work and good behaviour will be presented throughout the school day and at assemblies as appropriate.

Throughout the school the online traffic light system (Trackit lights) is used to address both negative and positive behaviour with each child starting the day/session on green and then being moved to the 'super star' for showing exceptional behaviour or effort or to orange if reminders for behaviour are needed and then to yellow if repeated reminders have been given, then finally to red if the behaviour continues. Children are moved back up the traffic light colours as soon as they demonstrate the acceptable behaviour. If a child moves to red there will be a consequence, for example a 5 minute time out or 5 minutes of lost golden time. The traffic light system is used throughout the school ensuring there is consistency. Heronshaw School also operates a Golden Time system. Each child begins the week with 30 minutes of Golden Time. If a child moves down the traffic light to red they may lose increments of Golden Time. Parents will be informed of their child's general standards of behaviour in reports, during parent consultations and on day to day contact with the class teacher where appropriate. High standards of behaviour are achieved through:

- An effective and exciting curriculum appropriately differentiated to engage **all** pupils.
- A well organised and inspiring learning environment where everyone feels safe.
- Consistent application of our behaviour policy and procedures, implemented by all adults in school.
- Individualised behaviour programmes for those that require it. If a behaviour plan is implemented parents will be informed and involved in the process.

High standards of behaviour are expected and encouraged at all times but we recognise that incidents will occur from time to time. Positive responses to good behaviour and

close relationships with children help to minimise these incidents but where they do occur, timely and effective intervention in line with the school's policy (outlined below) involving the use of restorative principles and appropriate sanctions are designed to resolve issues and increase the chances of better behaviour in the future, leaving all involved feeling satisfied with the outcome and clear of future expectations.

Positive behaviour management is underpinned by the following key principles:

- A positive approach adopted by all.
- A strong commitment to restorative principles and practice.
- High expectations for behaviour.
- Strong partnerships with pupils, parents, carers and the wider community.
- Clear instructions and behaviour policy followed by all.
- Clear expectations from staff and a good understanding by pupils of our values.

Encouraging Appropriate Behaviour

In our school we encourage the development of self-esteem by ensuring that children experience success and by acknowledging children when they succeed. We achieve this in a variety of ways by:

- ✓ Celebrating achievement publicly in class or in assemblies.
- ✓ Moving up on the traffic lights (Trackit lights system).
- ✓ Handing out points, gems, tokens, stickers, certificates and other rewards.
- ✓ Giving immediate verbal praise for individual achievement
- ✓ Adopting a "You can do it" and growth mindset approach, encouraging the children to be the best that they can be.
- ✓ Listening to children and understanding their needs and expectations.
- ✓ Enabling children to understand their targets and clearly explaining how they can achieve these.
- ✓ Showing sensitivity and understanding when children do not grasp areas of learning.

- ✓ Being 'available' and approachable so that children feel safe to share their anxieties or worries
- ✓ Ensuring that all adults are positive role models and have outstanding relationships throughout the school.
- ✓ Building trust by being fair and consistent in all interactions with pupils.
- ✓ Use opportunities from Circle Time, SMSC (Social, Moral, Spiritual and Cultural) opportunities and in assemblies to promote respect and appreciation of self, others and society.

Intervention and Physical Restraint

The following paragraphs have been constructed in line with DFEE guidance, section 550A of the Education Act 1996 (Circular 10/98).

In any situation where a child is presenting a danger to themselves or another person, it may be necessary to intervene physically. This will take the form of reasonable force, causing minimum discomfort to the child but should only be done when at least two adults are present and only if absolutely necessary to prevent injury.

This is not common practice and should only be used as a very last resort. Please see physical restraint policy.

Exclusion

Any child displaying extreme behaviour such as physical aggression is at risk of exclusion, they must be highlighted to the Headteacher, and an 'at risk of exclusion' form must be filled out and follow the process identified on this form, in conjunction with parents.

Heronshaw will follow the Practices and Procedures recommended by Milton Keynes Council. The Council's documents are available for inspection on request and the following information provides only a brief summary of the full document.

Exclusion by the Headteacher in the heads absence the Deputy will be acting head will only be considered in the event of extremely serious/repetitive poor behaviour as a final sanction. A pupil may only be excluded for a period not in excess of 45 days in one school year. This is also limited to a maximum of 15 days in any one term.

The first period of exclusion should be 1-4 days in most circumstances. If the period exceeds 1-2 days the Headteacher may arrange for work to be sent home and be received back into school.

Exclusions can be permanent if the behavior has been serious enough or in turn has had previous exclusions of the same behaviour.

When a pupil is excluded the procedure for informing parents will be followed and the parents notified in writing. (Appendix A)

Where a pupil is excluded the following process will be followed.

- The chair of governors will be informed within 48 Hours and the full governing body at the next meeting
- Parents can appeal the decision to the governing body
- Children voice will be recorded prior to the exclusion where ever possible and appropriate
- Parents voice will be recorded at the point of exclusion as well as at the reintegration meeting
- A reintegration meeting will be held at the school prior to the child's return where the incident, risk assessment and future plan will be discussed with parents, child and class teacher (SENCO if appropriate) The plan may then be altered alongside the parent. The plan will focus on the strategies to support improvement in behavior and early warning signs.
- The plan must be followed by all staff.

Recording of Incidents

All incidents where physical intervention is required will be recorded on the appropriate form which is kept in a file in the Headteacher's office (see appendices below). Kept in child's file

Parents must be informed and be given the opportunity to discuss the incident.

Incidents of Racist Behaviour will be dealt with in accordance with the 'Guidelines for Dealing with and Reporting Racist Incidents in Schools' guidelines issued by Milton Keynes LEA.

BULLYING

"Bullying is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying always

reflects the abuse of power, with one (or more) person(s) a victim and the other, a bully, dominance of the power over the powerless.”

Incidents can vary but include:

- physical aggression such as hitting, kicking or taking/ damaging belongings
- verbal aggression such as teasing and name calling
- Indirect action such as deliberately leaving someone out of a social group or spreading rumours about someone or about their background or family.
- writing unpleasant things about other people (including ‘cyber bullying’)

“Bullying usually takes place in a group situation. The pupils who have carried out the bullying may be articulate and popular with staff. It can be very difficult for a member of staff to know who has done what to whom. There will rarely be reliable evidence that bullying has taken place. Bullying is hard to identify, easy to overlook or misinterpret and dangerous to ignore.”

Possible signs of Bullying

These include

- unwillingness to go home
- starting to underachieve at school
- becoming withdrawn or unhappy
- refusing to say what is wrong

Effective Action Against Bullying

Effective action can be taken to prevent bullying. The most effective anti-bullying strategies include:

- Developing self- esteem by praise and “Circle Time”. Self-esteem intervention groups are also offered.
- Discussing bullying in class and whole school situations eg in assembly and through the use of appropriate stories.
- Discussing of what bullying is and how it affects people in “Circle Time”.
- Encouraging children to report bullying.
- Nurture groups.

- Bullying awareness weeks, so children understand what bullying is and how harmful it can be.
- Parental involvement and workshops

Bullying is a problem which should be resolved by staff and parents. Children are made aware that bullying is a serious offence against the school community and should alert staff of any incidents.

If bullying is identified then the following actions must be taken

- report the incident to the Head/Deputy – serious incidents should be recorded and placed in appropriate children’s files
- Talk to the parents of the bully and the victim, if appropriate
- Review the situation at regular intervals
- Make a clear plan and follow for both parties

Make it clear to all concerned that any form of bullying will not be tolerated under any circumstances and may result in the ultimate sanction of exclusion.

Appendix A

Insert Date

Dear Parent,

Further to our telephone conversation of, I am now writing to confirm that I have excluded your son/daughter from school for days.

The reason for this exclusion isneeds to understand the consequence of this behaviour and I should like to see you and on at..... to discuss our expectations of him/her when he/she returns to school.

I must inform you of your right to make representations about this exclusion to either the Governing Body or the Local Education Authority. If you wish to do this, please write to either:-

- 1 Chair of Governors
Heronshaw School
Lichfield Down
Walnut Tree
Milton Keynes
MK7 7PG

- 2 Education Officer
Learning and Development Directorate
Saxon Court
502 Avebury Boulevard
Central Milton Keynes
MK9 3HS

The Education Welfare Officer is also available to assist you.

I am sorry to have to write to you in this way but hope that with your support is able to learn from this experience and that no further incidents of this kind happen again.

Yours sincerely

Melanie Saunders-Short
Headteacher

APPENDIX B

POSITITIVE HANDLING SUPPORT & INTERVENTION FORM

Name of pupil..... Class

Date Time

Location

Name(s) of staff involved:

REASON FOR INTERVENTION

Immediate danger of personal injury to pupil () other pupils () member of staff ()

Explanation:

Signed (Member of staff compiling report).....

Signed: (Headteacher).....

APPENDIX C

DISRUPTIVE BEHAVIOUR REPORT

Name of pupil..... Class

Date Time

Location

Name(s) of staff involved:

Incident:

Persistent refusal following instruction () verbally abusive ()

disruption to lesson/activity () fighting () property damage ()

pushing () hitting/kicking () spitting () biting ()

Other (give details).....

How did the pupil respond? Describe what actually happened.

Signed (Member of staff compiling report).....

Signed: (Headteacher).....

FORMALLY ACCEPTED BY THE GOVERNING BODY:

DATE:.....

SIGNED.....

(Chair of Governors)

SIGNED.....

(Headteacher)

Date for Review: January 2019.