



# Behaviour Policy

November 2021

**Approved By:** Full Governing Board

**Date:** 11<sup>th</sup> November 2021

**Next review Due by:** November 2022

**Any signature required:**



All things are possible for those who believe. (Mark 9:23)  
Learning together we grow in faith.

## **Introduction**

At Little Heaton we will continuously strive to ensure that everyone is treated with respect, dignity and kindness. Every member of our school family will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

It is important to us that we create a structured environment which enables each child to develop his/her own self-discipline and uphold Christian values. The aims of the Behaviour Policy at Little Heaton are rooted in the principles of fairness, care and consideration for others which underpin our faith. It is based on positive relationships within our school community and recognises that every child is unique.

## **Aims**

- To provide a safe, calm and caring atmosphere for learning to take place
- To ensure consistency, fairness and clear expectations
- To ensure that pupils are listened to and treated with equal respect
- To support caring and co-operative behaviour and to discourage anti-social behaviour
- To ensure commitment to the policy from all members of the school community
- To reward achievement
- To ensure that Christian values are upheld

## **Role of the Pupil**

Pupils are expected to:

- Follow the Little Heaton Always
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say

Our children are still learning to socialise and develop their own opinions. They are also learning that they must take responsibility for their own actions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying is repeated behaviour with intention to harm or humiliate and a power imbalance occurs. (see Anti-Bullying Policy for more information)

## **Role of Staff**

Adults in the school have an important responsibility to model high standards of behaviour. Adults in school are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Staff will set and expect high standards of behaviour in and out of the classroom.
- Rewards and sanctions will be utilised by staff
- Inform the head teacher of any issues concerning poor behaviour, after which an agreed and appropriate course of action will be taken.
- Involve parents at an early stage when a child is experiencing behaviour problems
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the head teacher and outside agencies as appropriate. It is the responsibility of all adults to implement the positive behaviour policy consistently throughout the school. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

### **Role of Parents**

Parents are expected to:

- Support their child in adhering to the school the expectations of good behaviour
- Ensure that their child fully understands the school expectations and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

### **Role of Governors**

The Governors of the school support the Head teacher and staff by:

- Promoting the Christian ethos of Little Heaton as a Church of England school where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents' staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

### **The School Expectations**

We expect all children to follow the 'Little Heaton Always'

- Always be kind and respectful.
- Always show full body listening.
- Always try their best.
- Always respect the school environment.

To promote good behaviour Key Stage 1 & 2 children will discuss and agree a set of guidelines as to what constitutes 'good behaviour' at the beginning of each year.

This policy is based on praise and reward for following school expectations. It allows children of all abilities to be rewarded and encourages children to want to behave appropriately and make the right choices. There is no negative side to this policy; rewards are never taken away from children. It is important that children are made aware of good behaviour at every opportunity.

### **Rewards for following our school behaviour expectations**

#### **Reception**

The system to be adopted by Reception, caterpillars or similar rewards charts, which are coloured when children show good behaviour, work and effort in any aspect of classroom life. When the chart is fully coloured, or where bookmarks are used, the children receive a small prize. This is an ongoing process. Good work will also be shown to other adults in the building. Exceptional achievement will be shown to the Headteacher.

#### **Key Stage 1**

All children will collect 'Dojos', on individual sticker chards in Key Stage 1. When a child has filled their chart of 10 spaces they will receive a prize from the prize box.

#### **Key Stage 2**

All children will collect 'Dojos' which will be recorded on the class dojo website in Key Stage 2

#### **Whole Class**

Alongside individual dojos all children will collect dojos for their class. When a class reaches 50 dojos (or the subsequent steps of 50) they will receive a class reward which has been decided as a class e.g extra playtime, film afternoon.

### **If a child does not follow our Little Heaton Always**

If a child's behaviour does not follow the school's expectations both inside and outside the classroom all adults will use the follow our consequence system and incidents will be recorded in the behaviour log. At all times adults will remind the child what our school expectations are and supporting the child with the opportunity to change their behaviour. The start of every new session is a new start for the child, to ensure they have the chance to make the right choices.

### **Consequence system:**

**Step 1)** Informal warning

**Step 2)** Formal warning \ in log book

**Step 3)** 2<sup>nd</sup> formal warning / (X) (Yellow warning) Think time within class (Potential loss of up to 5 minutes of break / lunch time) Incident recorded in log book

**Step 4)** 3<sup>rd</sup> formal warning X coloured in (Red warning) Time out to another class – Family informed by class teacher Incident recorded on CPOMS and log book

### **Monitoring and evaluation systems:**

- 3 lots of \ / = x (Yellow warnings) within a week, family informed by class teacher loss of up to 10 minutes of a break / lunch time. Pastoral manager / Deputy Head will be informed by the class teacher.
- 2 Lots of Red warnings – Coloured in X – Time out to another class, within a 1 week period: SLT informed - Pastoral manager (pm) and Deputy Head. In the first instance the PM will speak to the child, staff and monitor and evaluate the events, potentially speak to the child's family/ Refer to DHT if actions of child are continually unkind/ disrespectful/ hurtful/ racist / homophobic.
- If coloured in X occurs 3 times or more within a week, Pastoral manager / Deputy Head and class teacher will inform the Head Teacher who will speak to: the child, staff, family. A period of monitoring and evaluating processes will be discussed and formal 'report cards' could be used if we decide that this will support the child in making the right choices, focusing on their attitudes and behaviours towards respecting learning and others.
- Any (use of racist / homophobic / threats of violence by nay child would result in a X grade and referral to SLT who would complete an investigation and determine if Time out or another formal sanction is required. families would be informed by the pastoral Manger / DHT/ HT of the incident / outcome

See Appendix One for a more detailed breakdown of the behavior log system.

Behaviour logs will be monitored by phase leaders and they and will speak to children who are receiving regular time out sessions. At any point it is felt that it is appropriate for SLT to become involved class teachers or phase leaders will inform them.

Incidents of violent, homophobic or racist behaviour must be recorded on the online behaviour system (CPOMS) and the child's name passed on to a member of SLT as soon as possible as these may need a more serious consequence.

Some children who are on the SEND register may need to have an alternative behaviour system in place as we are aware that their individual needs may impact on what are appropriate expectations for them. If you are unsure, please speak to the SENCo

In keeping with the Christian spirit of forgiveness, children will start afresh each day. If, however, the child repeats similar behaviour the Headteacher will be informed and more formal discussions will take place.

If a child's behaviour is deemed too severe to keep the child in class, or school, i.e. a serious assault on another child then the parents will be notified immediately and expected to come and remove their child from the school premises. When a child deliberately damages school or other people's property the school will expect the parents to meet the cost of repair.

**Suspension/exclusion from school**

In very extreme cases it may be necessary to suspend or exclude a pupil. This is only considered after all other avenues have been explored and through discussions with the local authority. Details will always be fully discussed with parents and arrangements made to ensure any child returning to school after temporary exclusion is helped to behave appropriately. Time scales and regular review dates will be agreed.

Appendix One**Consequences and sanctions the steps in detail:**

**Step one:** In the first instance an **informal warning** will always be used to encourage each child to think about their actions and to encourage them to make the right choice. This can be through:

- Using a child's name- pausing- then continuing after exchanging a 'look' with the child.
- Praising another child or group and identifying the 'right choice' they are making to encourage another child / group to 'think' about their actions and copy the 'respectful' behaviour and attitudes.
- Using the child's name and a direct instruction regarding the attitudes / actions which need refocusing. I.e. 'Y', Please speak in a respectful way to 'V'.' or 'Z'- Please stop calling out.'

**Step two: \ Mark** A formal Warning – At this stage the child will be told directly that ' Y' this is your warning – please... and remind the child what needs to 'stop' or how we expect them to meet our high expectations. At this stage a \ **line** will be placed next to the child's name in the class behaviour and attitude log book. Next to the session and date that it has occurred.

**Step three: 2<sup>nd</sup> / mark (x) YELLOW WARNING Created and must also be recorded on SIMS. Think Time within Class.**

If during the same time session, a second formal warning is needed.

An / **mark** will be made next to the child's name in the session book - this now makes an '**X**' in the session box.

Once the child has an **X** in their box they have **think time within the classroom** – 5 minutes for EYFS and KS1, 10 minutes for KS2. (Age and need appropriate). For some children with specific communication or emotional needs it may be that the loss of 5 minutes at Morning break or Lunch to catch up the missed learning or discuss the impact of their actions is more appropriate than think time within the session.

**This action must be communicated to the child. system- for the individual child**, recording the time, date, session, and types of behaviour' which occurred. This is for monitoring and evaluative purposes and **MUST** be completed by the end of each school day on which it occurred.

- Any child who receives 3 X marks within a 1 week period (3 sets of getting to think time within class) will lose up to 10 minutes of a break or Lunch time and families must be notified by the class teacher as to this occurrence as soon as possible. Either in person in a private and supportive way or via a telephone conversation. This ensures our strong and positive home and school partnerships allow us to work together to support the development of the whole child.
- Please inform the Pastoral and family support leader (Mrs O'Boyle) if any child has received 3 X (Yellow) warnings within a week so that this can be monitored, evaluated and a supportive conversation between the child and the pastoral Leader can occur. During each week the behaviour Logs and Sims logs will be reviewed by SLT but informing Mrs O'Boyle first will ensure a member of SLT has been kept informed.

**Step four: Coloured in 'X' (RED WARNING) 'Time Out' from class and family notified – Log of incident to be put on CPOMS.**

If, during the same session of receiving an 'X' and class think time - after returning to their work new / repeated inappropriate behaviour/ attitudes occurs the **X box is 'coloured in' (Red) and they are sent for time out in another classroom.** The child must be sent with appropriate work they are able to complete by themselves. They will also be expected to complete a 'Think sheet' (age appropriate) before attempting the work they have been sent with. Both the Think sheet and work should return with the

child to their class room at the end of 'Time out.' This (Think sheet responses) can then be discussed at a later point between the child and class teacher.

The length of time out will be decided by the teacher depending on the age and maturity of the child. This should be **no longer than 30 minutes unless it is a serious incident** (Violence, threat of violence, inappropriate language, deliberate disruption of learning for others). For which, 30 minutes will be used or a referral to the PM/ DHT/ HT. The Red warning (X coloured in) should be notified to the pastoral manager, Deputy Head Teacher or Head Teacher.

The class teacher will ensure that the actions which resulted in a coloured in X (RED WARNING) are recording on SIMS before the end of the school day and the family will be informed by the class teacher the same day.

**The start of every new session is a new start for the child, to ensure they have the chance to make the right choices.**

If a child receives **3 'time out'** sessions in a week this must be shared with a parent/ carer, either through a phone call or by speaking to a parent in person. If you would like SLT to support with this, please let them know.

If the behaviour continues parents will receive a formal letter inviting them into a meeting to discuss the child's behaviour and the involvement of outside agencies.