



**HEATHSIDE SCHOOL**  
HAMPSTEAD

# **Behaviour Management Policy**

**(Including Discipline and Exclusions)**

Introduction	3
Purpose	3
Partnership with parents	4
Involvement of pupils	4
Equal Opportunities	4
Behaviour within the school and outside school during school time	5
Roles and Responsibilities of staff	5
Staff development and support	6
<b>We promote good behaviour and achievement through:</b>	<b>7</b>
Exceptional behaviour and performance will be rewarded by:	7
Star Citizen	7
<b>Classroom management strategies</b>	<b>8</b>
Steps and sanctions to be taken in the case of inappropriate behaviour:	8
Steps and sanctions to be taken in the case of non-cessation of inappropriate behaviour or more serious behaviour e.g. bullying, swearing, hitting, kicking, spitting, weapon-bearing, alcohol, drugs:	8
<b>Reflections</b>	<b>9</b>
<b>Detentions</b>	<b>9</b>
Countering bullying procedures	9
<b>Incidents of Sexual Misconduct including Sexual Harrassment and Sexual Assault</b>	<b>10</b>
<b>Exclusion</b>	<b>11</b>
<b>Allegations against staff</b>	<b>11</b>
<b>Other matters</b>	<b>11</b>
<b>Appendix i - Exclusions</b>	<b>12</b>
Parents Right of Appeal	12
<b>Appendix ii - EYFS - Y4 Behaviour Management Procedures</b>	<b>13</b>
Nursery and Pre-Reception	13
Zones of Regulation	14
Rewards and Privileges	14

<b>LOWER SCHOOL behaviour management system - EYFS</b>	<b>19</b>
Steps and sanctions to be taken in the case of inappropriate behaviour:	19
<b>LOWER SCHOOL behaviour management system - Years 1 - 5</b>	<b>20</b>
Steps and sanctions to be taken in the case of inappropriate behaviour:	20
Individual Behaviour Regulation – For individual children with specific behaviour needs	21
Tips for Success with Behaviour	22
<b>Appendix iii - UPPER SCHOOL behaviour management system</b>	<b>23</b>
We promote good behaviour and achievement by:	23
Heath Points and Demerits	24
Exceptional behaviour and performance will be rewarded by:	25
Steps and sanctions to be taken in the case of inappropriate behaviour:	26

## Introduction

This policy was written with regard to the DfE 'Behaviour and Discipline in Schools; 'A Guide for Head Teachers and School Staff'; the Early Years Foundation Stage (EYFS) Statutory Framework, and the Equality Act 2010. Please also refer to the school's Countering Bullying Policy and the three appendices to this policy.

The policy is published on the school website: [www.heathsideprep.co.uk](http://www.heathsideprep.co.uk), and is available on request in the following formats: hard copy, e-mail, enlarged print, and others by arrangement.

## Purpose

At Heathside we want all our pupils to:

**Be Kind  
Be Polite  
Try Hard  
and Keep Safe**

Our behaviour management policy is centred on promoting good behaviour, self-discipline and respect, and ensuring that there is no bullying. We expect behaviour in all lessons to be calm and attentive, leading to excellent learning and progress, and recognise that staff and

pupils are equally responsible for this. Any incidents of unacceptable behaviour or bullying are immediately addressed.

## A Whole School Consistent Approach

At Heathside School Hampstead we believe that good behaviour for learning 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, including teaching and site staff, parents/carers and the wider community has a responsibility to teach children socially acceptable behaviour.
- We aim to promote high standards by modelling positive behaviours at all times. Children learn by watching and observing our thoughts and actions.
- We aim to encourage high standards of learning and behaviour emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children within our school community treat each other with mutual respect and consideration.

## Partnership with parents

The school aims to work in partnership with parents at all times. Parents are expected to support the school in upholding the school rules and creating an orderly climate for learning. At Heathside we believe that parents have the right to be informed promptly of any emerging difficulties their children present.

- As a school we are always happy to consider suggestions from parents and hope that parents find the school responsive and open-minded.
- In the event of any behaviour management issue, the school will liaise closely with parents and, if relevant, other support agencies including Local Safeguarding Partnerships.
- Parents have particular responsibilities in ensuring their children's regular and punctual attendance at school.

## Involvement of pupils

The behaviour and culture of Heathside is enhanced when pupils are encouraged to contribute constructive suggestions. They may do this in form time, via the Student Council, By supporting their peers, through lessons or to any teacher. We work closely with all pupils

as they transition through the school, from the day they start at the school to the day they leave.

## Equal Opportunities

In line with equal opportunities, all pupils are expected to meet the high expectations of behaviour we set.

We aim to create:

- a culture where every child takes responsibility for their own actions and understands how their behaviour impacts on others
- an ethos which is based on praise and encouragement
- an environment where every child and adult feels safe and secure
- an environment where everyone respects others and treats them with kindness and consideration.

## Behaviour within the school and outside school during school time

We expect pupils to:

- behave appropriately in lessons so that teachers can teach effectively and all members of the class can learn and make progress
- act courteously and responsibly towards all members of the school
- show respect for people and property
- move around the school and play areas with care and consideration for the buildings and outside environment
- use the toilets properly, not as a play area, and keep them in good condition
- keep the floors clear and tidy, so they are safe places to walk
- treat the hall as a classroom, and act safely during PE and gym lessons.

Pupils have agreed these rules with their teachers and we continue to promote these behaviours in class through the seven good behaviours which can be seen on posters around the school sites:

1. **Show me** you are ready to come into the classroom.
2. **Show me** that you are ready for learning.
3. **Show me** that you are listening
4. **Show me** that you are following instructions the first time, every time
5. **Show me** that it is your turn to speak

- |  |
|--|
| <ol style="list-style-type: none"><li>6. For group work: <b>Show me</b> that you are listening to each other</li><li>7. At the end of the lesson: <b>Show me</b> that you are ready to leave the room.</li></ol> |
|--|

## Roles and Responsibilities of staff

- We believe that positive behaviour and respect should be modelled by all staff.
- All staff must follow the school behaviour management guidelines shown in the appendices.
- Staff should provide work suited to the needs of all individuals in their class to engage them fully and support a calm working environment. This includes those who learn quickly, those with a shorter attention span or learning difficulties, and those with additional needs including behavioural.
- New staff are inducted with this information, and this policy and the department-appropriate behaviour management guidelines (see appendices ii and iii) are available to staff at all times on the website or in print.
- Senior leaders are responsible for ensuring the guidelines are consistently followed to support the safe running of the school and the most effective learning.
- Senior and middle leaders offer support to staff members if needed.

## Staff development and support

- Staff have access to a range of training opportunities to develop their behaviour management strategies and skills.
- Suggested strategies for promoting positive behaviour are regularly reviewed and discussed. We encourage staff to discuss and share good practice.
- Support is given to the staff overall, and to individuals by the senior leaders and Inclusion Team.

## We promote good behaviour and achievement through:

- Marbles and Heath points
- Sticker charts
- Personal praise
- Public praise
- Praise in assembly and Newsletters
- Rewards
- Assemblies and PSHE lessons
- Teaching pupils about behaviour and self regulation through topic lessons and PSHE as a subject in its own right, in addition to threading it through the whole curriculum and school day
- The promotion of personal development including SMSC throughout the curriculum.

## Exceptional behaviour and performance will be rewarded by:

- The teacher taking the pupil for recognition from a Deputy or the Headteacher
- The pupil being praised/rewarded in the weekly assembly
- Whole class trips
- Class rewards, including Marble Rewards (choice of activity); participation in special events and working incrementally towards group activities.
- The pupil being recognised as a *Star Citizen* in the weekly assemblies (Reception - Year 4).
- Termly awards assemblies in years 5 and above

## Star Citizen

Star citizen is awarded in Reception - Year 4 to a child that demonstrates any of the following traits or actions during the week:

- Being positive
- Trying something new
- Showing resilience
- Giving something back to the community
- Using impeccable manners





# Classroom management strategies

Staff use age-appropriate behaviour management strategies as set down in the guidelines for EYFS, Lower School and Upper School (see appendices).

## Steps and sanctions to be taken in the case of inappropriate behaviour:

- teacher discussing it with the individual, with reference to zones of regulation and the code of conduct if appropriate
- reminders and warnings
- demerits (Upper School Only)
- senior leader discussing it with the individual
- time out from (or within) lesson, break, Heath
- behaviour reflection with a senior member of staff (EYFS - Year 4)
- missing marble rewards or club activities
- detention (Year 5 - Year 9; see appendix iii)
- discussion with parents and possible home sanctions

## Steps and sanctions to be taken in the case of non-cessation of inappropriate behaviour or more serious behaviour e.g. bullying, swearing, hitting, kicking, spitting, weapon-bearing, alcohol, drugs:

- ***these are recorded in iSams/CPOMS***
- Relocation / removal from the classroom (Years 6-9)
- internal exclusion (time out, pupil temporarily moved to another group or sent to a senior member of staff)
- behaviour reflection with a senior member of staff (EYFS - Year 4)
- detention (Year 5 - Year 9)
- suspension from a club, team or sporting event
- fixed term exclusion, plus reintegration meeting (see appendix i)
- involvement of school's support strategies e.g. SENDCo, Educational Psychologist, Link Advisor of the Behaviour Management Team at Camden or Barnet (as relevant to where the child lives) for the EYFS.
- physical restraint may be needed - please see separate policy for this
- parents invited to meet the a Deputy or the Headteacher
- permanent exclusion with notification to the local authority (see appendix i).

## Reflections

In the case of non-cessation of inappropriate behaviour or more serious behaviour, students in the lower school will complete a reflection with a senior leader. The aim of the reflection is to allow time and space for reflection and deep discussion of the inappropriate behaviour in question to enable a pupil to understand how their actions impact them and the people around them.

## Detentions

Students will normally be expected to attend a detention on the date and at the time set, and parents are informed of when this will be. However, the school will endeavour to respond positively to parents when a request is made for a deferment due to a valid, serious commitment such as a medical appointment. The reason will be noted alongside the record of detention. Teacher detentions generally take place within the school day (during break / lunch or Heath time), SLT detentions take place for an hour after school (4-5pm).

## Countering bullying procedures

Heathside is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying, involving the sanctions set out above. Full details of our anti-bullying strategies are found within the countering bullying policy.

### **Pupil support systems**

Heathside prides itself on its nurturing and supportive ethos. Where pupils are identified with particular needs resulting in inappropriate behaviour, we offer support as well as clear structures and guidelines to help pupils overcome their difficulties. These include:

- discussion with the class teacher or TA of choice; as a one-off or regularly
- discussion with the Inclusion Team/SENDCo or Deputy Head Teacher; as a one off or regularly
- creation of an individual education/behaviour plan
- signposting pupil to the school counsellor (drop in)
- referral to the school counsellor for longer-term support
- inclusion in a social skills group (long-term as necessary)

- providing mentoring
- Referral to outside agencies eg CAMHS, Anna Freud centre, with parental involvement.

### **Transitions for pupils with behavioural and other needs**

- Transitions between key stages include meetings between the Deputy Head in charge of Inclusion and Safeguarding/SENDCo and class staff to discuss pupils with behavioural and additional needs.
- Meetings are held with parents of pupils with identified needs on entering Heathside for the first time.
- When transitioning from Year 6 to Year 7, pupils have stand-alone sessions on behavioural expectations, sanctions and rewards etc in Upper School.
- Extra counselling if necessary.

## **Incidents of Sexual Misconduct including Sexual Harrassment and Sexual Assault**

Heathside school will not tolerate sexual misconduct in any form. Staff are trained to identify appropriate and inappropriate behaviours across the school and all allegations will be handled in accordance with the Schools Safeguarding and Child Protection Policy and DFE Guidance 'Sexual violence and sexual harassment between children in schools and colleges - May 2018'

Where necessary the police and/or Local Safeguarding Boarding may be involved.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (the school will consider when any of this crosses a line into sexual violence) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

# Exclusion

Heathside School reserves the right to exclude any pupil at its discretion, although this is an extremely rare occurrence. Pupils can be excluded for a fixed period or permanently. Pupils given a fixed-term exclusion cannot come back to school until their parents have attended a reintegration meeting.

Exclusion is an ultimate sanction. Except in extreme circumstances exclusion would only occur after full behaviour management procedures have taken place, and following consultation with parents. The exclusion procedure must be carried out by the Headteacher, or, in her absence, a member of the senior leadership team.  
(see Appendix i)

## Allegations against staff

If a pupil makes an allegation against a member of staff, this will be fully investigated by senior staff. This includes following our Safeguarding and Child Protection procedures if that is the nature of the allegation.

If the allegation is upheld, the staff member will be dealt with as outlined in our Safeguarding and Child Protection policy, or by discussion with senior leaders if the matter is not related to child protection, for example, repeatedly not helping a pupil understand a misconception which interferes with further learning.

If the pupil's allegation is not upheld or found to be malicious, the school will offer support as outlined above to determine why this has happened and try to ensure that the pupil sees the consequences of their action, so it is not repeated. The staff member will also be given support by senior leaders or other professionals.

## Other matters

Although we recognise that the following are unlikely occurrences at Heathside, nevertheless the staff:

- reserve the right to search pupils for inappropriate items, in accordance with the schools search policy with parents informed as necessary
- reserve the right to use reasonable force to restrain a pupil from harming themselves or others in accordance with the schools Physical Intervention (Restraint) Policy, with parents informed as necessary
- reserve the right to follow our disciplinary procedures when pupils are off-site but in Heathside's care (e.g. on school journeys, on the school coach)

- reserve the right to inform the relevant authorities directly in the case of Safeguarding concerns.

## Appendix i - Exclusions

Heathside school recognises that exclusion is a serious matter. Decisions in respect of exclusion will not be taken lightly, but only after careful consideration and in circumstances which are fair. Only the Headteacher, or, in her absence, her Deputies may exclude a pupil. In doing so, they will take account of their statutory duties under the Equality Act (2010) and those in relation to special educational needs, including having regard to the SEN Code of Practice.

A decision to exclude a student for **a fixed period** will be taken only in response to breaches of the school's behaviour policy, where these are not serious enough to warrant permanent exclusion. In most instances, lesser sanctions such as detention are considered inappropriate or have so far been ineffective.

A pupil cannot return to school without a reintegration meeting being held, involving the pupil, their parents and the Headteacher or her deputy. Support will be offered to the pupil, as appropriate, to help extinguish the behaviour leading to the fixed-term exclusion.

A pupil may be excluded for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one academic year. In any case, repeated fixed-term exclusions might lead to a permanent exclusion.

A decision to exclude a pupil **permanently** will be taken only in response to serious breaches of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm their education or welfare or those of others.

A permanent exclusion is an acknowledgement that the school has tried and exhausted all available strategies for improving the pupil's behaviour and will normally be used as a last resort. However, in exceptional circumstances, the Headteacher may judge it appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include: serious actual or threatened violence against a pupil, member of staff or member of the public; a safeguarding offence; being in possession of an inappropriate or illegal substance or item.

A pupil will only be excluded after all the relevant factors have been considered and when the Headteacher is convinced that there is no alternative. The Headteacher will ensure that:

- a thorough investigation has been carried out
- support for the pupil has been offered if appropriate
- the evidence has been considered

- where appropriate, statements have been taken from witnesses
- the pupil has had the opportunity to give their version of events.

## Parents Right of Appeal

If parents wish to appeal the decision to exclude, the matter will be handled in line with our Complaints Policy.

# Appendix ii - EYFS - Y4 Behaviour Management Procedures

In the EYFS and Lower School, we want all our pupils to be Heathside kids and our behaviour management practices work towards this.



## Nursery and Pre-Reception

In the nursery and pre-reception classes, behaviour management is much more immediate than the approaches that follow for pupils in Reception and above. Learning how to behave in different situations is part of our provision for children's personal, social and emotional development, and continues into the Reception classes.

Inappropriate behaviour in the EYFS is approached in the first instance by children entering a brief discussion with their staff. Good behaviour is modelled and practised. Any exceptional inappropriate behaviour will result in a verbal behaviour reflection with a senior leader, and/or discussion with parents and our inclusion team, as it may be a 'symptom' of another difficulty. In extreme circumstances, it may initiate Safeguarding or Child Protection procedures.

Behaviour management and its effectiveness in the EYFS is monitored by the Deputy Head teacher, and staff support one another with strategies for managing the behaviour of young children.





## Zones of Regulation

Behavioural management in the Lower School is underpinned by the Zones of Regulation curriculum. The curriculum consists of lessons and activities to help our pupils gain skills in the area of self-regulation. This is achieved by teaching children to understand their own physical and emotional states for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.

The lessons and learning activities are designed to help the students recognize when they are in the different zones as well as learn how to use strategies to change or stay in the zone they are in. In addition to addressing self-regulation, the students gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem solving skills.

In order to ensure that this is effective then it is of utmost importance that sufficient time is taken to hold restorative conversations at each point in the behaviour system in order to help prevent the recurrence of negative behaviours.

## Rewards and Privileges

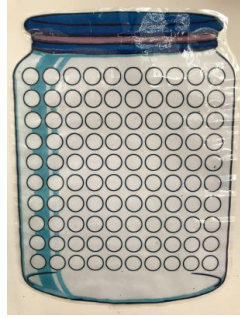
As a school we seek to reward the positive actions of our pupils wherever possible. Pupils may be rewarded for good behaviour in the following ways:

**General praise** – All staff seek opportunities to realistically and specifically praise any child in the whole of Heathside for their good behaviour within the school, on visits, and on the Heath.

**Peer Praise** – Heathside pupils are educated, in class and in assembly, to praise the friendliness and efforts of their peers in a positive manner and to let the staff know of any positive behaviours they have seen or experienced. From Year 1 onwards, and with appropriate practice and the guidance of their teachers, pupils are encouraged to provide feedback to their peers, and edit and mark their work.

**Star Citizen Assemblies** – Pupils are selected from each class at the weekly assembly to celebrate their subject achievement, social skills, behaviour, physical achievement etc. The aim is for every pupil to receive a Star of the Week Award within each academic year.

**Marble jars** – Noticeable performance, acts of kindness and help are rewarded by the teacher with a marble being placed in the class 'marble jar'. When the marbles reach the top of the jar, the class receives a reward. The marbles are shaded in with coloured pens and are not real marbles.

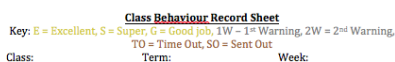


### **In-Class Behaviour Charts**

In each classroom from Years 1 - 4 (and Reception when they are ready), you will see a behaviour chart on the wall of the room. 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 Heathside, we have adapted a behaviour programme called 'Stay on Green'. In school we work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility. All children will start the day with their name placed in the 'Good job!' box and can move up and down the chart depending on their behaviour throughout the day. This chart directly corresponds to the behaviour steps and sanctions for Years 1 - 4 listed on page 17.

- All pupils have a name tag on the chart.
- All pupils start on green every day.
- If pupils make positive individual choices about their behaviour or effort the teacher, TA or child (if directed to) moves the name tag up or down (this moves incrementally)
- If pupils make negative individual choices the teacher, TA or child (if instructed to) moves the child's name down the chart 1 space. If they continue with these choices, the teacher, TA or child (if instructed to) moves continues to move the name down the behaviour chart by one space. This acts as a clear indicator to the child that they will need to consider their behaviour, and make positive changes to get back to gold.

If a class has all of its pupils in the 'Good job!' box or higher by the end of the day, the class will be awarded 10 marbles to be coloured onto their marble jar. All children's end of day position on the chart is recorded on the Class Behaviour Record Sheet.

[illegible]

It is important that children recognise that they can play an important role in supporting children to Stay on Gold. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

For short period of time.

Pause, emphasises attention and focus.

A clear, discussed cue that gives message.

Integrate name into teacher talk.

Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.

*Last reviewed: August 2022*

Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.

### **Rule reminder**

Could ask a question 'What is our rule for.....?'

### **When.....then.....**

Keeps focus on the desired outcome whilst allowing pupil to see the next steps.

### **Partial agreement**

Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel/think..... but I would like you to.....

### **Stuck record**

I would like you to..... The rule is.....

### **Direct questions**

'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.

### **Directed choices**

Within known rules or routines- refer back to rights roles and responsibilities.

### **Assertive comment/direction/command**

## **Using Praise to Influence Behaviour**

When used at the appropriate time and for the appropriate reasons, praise can make a significant difference to enhancing children's behaviour. Equally, overuse of praise can result in children not responding effectively. Practitioners are highly trained and skilled in ensuring that individual children receive the correct level of praise for their thoughts, actions and learning.

Keeping the school and class rules	Moving around the school sensibly
Being polite	Being kind or considerate
Continued good behaviour	Listening well
Meeting a target	Lining up sensibly
Completing learning to the best of their ability	Setting a good example
Remaining on task	Showing improvement
Being helpful	Demonstrating a positive attitude

## **Sticker Charts**

If a child reaches 'Excellent' on the in-class behaviour chart, they will be given a sticker to go on an individual sticker chart. Once a child completes their own sticker chart, they will be awarded with a prize from their class teacher.

## **Whole Lower School**

At the end of each half term, in assembly, those children who have finished each day on gold throughout the half term will receive a certificate from the Head teacher recognising their efforts. The children will have their name/photo added to a whole school Golden Tree display, to be displayed until the end of the following half term.

## **Consequences**

### **In-class Consequences**

Teachers use least intrusive skills to redirect behaviour. If they decide to move a child's nametag down the behaviour chart, they must give a clear reason to the child for doing so, and explain what the child can do to change this decision. At least three warnings or redirections are always provided for pupils before any moves are made. Teachers constantly support pupils to make their right choices so that they can move their nametag to gold, and beyond.

The following colours are consequences:

Silver First Warning - This provides the opportunity for a pupil to start making the right choices so they can move back to the green. Staff look for opportunities to move pupils back to gold.

Silver Second Warning - This provides the opportunity for a pupil to start making the right choices so they can move back to the green. Staff look for opportunities to move pupils back to first warning and then gold.

Bronze Time Out - Time in the classroom for up to 10 minutes. Pupils will move to the reflection area and use a timer. On successful completion of the Reflection Time the pupil moves back to silver second warning. If the child does not complete the reflection time successfully the child is moved to the next level on the behaviour chart, 'sent out and lose privilege'

Bronze Sent Out and Lose Privilege – It is preferred that the vast majority of Behaviour Consequences WILL be dealt with in class. It is only in EXCEPTIONAL cases that the following will need to be used:

#### **1. Reflection Time.**

Child is immediately sent to a partner class and must complete a Reflection Sheet. Child will sit on a bench at next available Heath time. If wet play, child will sit with teacher/TA not partaking in play.

#### **2. Senior Leadership Team Involvement**

Pupils will be referred to the Senior Leadership Team with the completed reflection sheet.

Pupil behaviour will be discussed with the pupil with a view to one of three outcomes.

A. Reflection time with SLT (using restorative conversation)

Pupil thinks of strategies to repair situation and reports back to a member of SLT at the end of the day. Pupil returns to class to aim to get back to gold.

B. Phone call or letter home

Parents/carers are informed of situation, steps required for improvement and next steps if there is no improvement in pupil behaviour. Pupil returns to class to aim to get back to gold.

C. Parent/Carer meeting

This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan

Staff are always looking for opportunities to move pupils back to green.

All bronze incidents must be recorded on CPOMS (Electronic school system for recording safeguarding, wellbeing and pastoral issues) under the Behaviour related log category. Teachers will discuss the number of Bronze incidents at open evenings.

## LOWER SCHOOL behaviour management system - EYFS

Steps and sanctions to be taken in the case of inappropriate behaviour:

Level	Sanction	Behaviour
C0	Remind the child of behaviour expectations.	<ul style="list-style-type: none"><li>• Low level disruption</li><li>• Refusal to follow instructions</li></ul>
C1	Warning of "Time-out / Thinking Time" if	<ul style="list-style-type: none"><li>• Low level disruption of learning following reminder</li><li>• Refusing to follow instructions following reminder</li><li>• Poor corridor behaviour</li></ul>

	expectations are not being met.	<ul style="list-style-type: none"> <li>Poor public behaviour</li> </ul>
C2	Thinking Time – 3-5 minutes (age dependent) with the sand-timer. (can be repeated for reinforcement) Warning of going to another class.	<ul style="list-style-type: none"> <li>Persistence of C1 behaviour</li> <li>Eating / drinking in the wrong place</li> <li>Unkind behaviour towards others</li> </ul>
C3	Child taken to another class for a talk with the teacher and “thinking time”.	<ul style="list-style-type: none"> <li>Persistence of C2 behaviour</li> <li>Insolence</li> <li>Leaving the classroom without permission</li> <li>Dangerous / careless behaviour</li> <li>Ignoring / walking away from a member of staff</li> </ul>
C4	Child sent to the Deputy Head for a discussion on the behavioural expectations of the school	<ul style="list-style-type: none"> <li>Persistence of C3 behaviour</li> <li>Being rude to a member of staff</li> </ul>
C5	Child sent to the Deputy Head to complete a verbal reflection and write a letter of apology (if able)	<ul style="list-style-type: none"> <li>Persistence of C4 behaviour</li> <li>Internal truancy</li> <li>Theft</li> <li>Leaving premises without supervision</li> <li>Verbal abuse e.g. racist or homophobic comments <b>(safeguarding lead will be alerted)</b></li> <li>Vandalism</li> <li>Criticising or insulting others</li> <li>Physical aggression</li> <li>Threatening behaviour</li> <li>Bullying</li> <li>A serious one off incident</li> <li>sexual comments, “jokes” or taunting <b>(safeguarding lead will be alerted)</b></li> </ul>
C6	Extended reflection with Deputy Head / Head	<ul style="list-style-type: none"> <li>Persistence of C5 behaviour</li> <li>Verbal aggression</li> <li>Physical aggression with intent</li> <li>Threatening behaviour with intent</li> </ul>
C7	Fixed-term	<ul style="list-style-type: none"> <li>Persistence of C6 behaviour</li> <li>Assault</li> <li>Threatening or bullying behaviour</li> <li>Anything that the Headteacher thinks would bring the school into disrepute</li> </ul>
C8	Permanent Exclusion	<ul style="list-style-type: none"> <li>Persistence of C7 behaviour</li> <li>Anything in the Headteacher’s reasonable judgement</li> </ul>



# LOWER SCHOOL behaviour management system - Years 1 - 5

Steps and sanctions to be taken in the case of inappropriate behaviour:

Level	Sanction	Behaviour
C0	Reminder of expectations and verbal warning	<ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Refusal to follow instructions</li> </ul>
C1	Warning recorded on behaviour chart	<ul style="list-style-type: none"> <li>• Low level disruption of learning following reminder</li> <li>• Refusing to follow instructions following reminder</li> <li>• Poor corridor behaviour</li> <li>• Poor public behaviour</li> </ul>
C2	Time Out	<ul style="list-style-type: none"> <li>• Persistence of C1 behaviour</li> <li>• Eating / drinking in the wrong place</li> <li>• Chewing gum</li> <li>• Unkind behaviour towards others</li> </ul>
C3	Sent Out To Another Teacher to Affirm Expectations	<ul style="list-style-type: none"> <li>• Persistence of C2 behaviour</li> <li>• Insolence</li> <li>• Leaving the classroom without permission</li> <li>• Dangerous / careless behaviour</li> <li>• Ignoring / walking away from a member of staff</li> </ul>
C4	Loss of privileges: Heath or Golden Time	<ul style="list-style-type: none"> <li>• Persistence of C3 behaviour</li> <li>• Being rude to a member of staff</li> </ul>
C5	Reflection with a Deputy Head / Head	<ul style="list-style-type: none"> <li>• Persistence of C4 behaviour</li> <li>• Internal truancy</li> <li>• Theft</li> <li>• Leaving premises without consent</li> <li>• Refusing a mobile phone confiscation</li> <li>• Verbal abuse e.g. racist or homophobic comments</li> <li>• Vandalism</li> <li>• Criticising or insulting others</li> <li>• Physical aggression</li> <li>• Threatening behaviour</li> <li>• Bullying</li> <li>• A serious one off incident</li> <li>• sexual comments, "jokes" or taunting</li> </ul>
C6	Half Day Internal Exclusion	<ul style="list-style-type: none"> <li>• Persistence of C5 behaviour</li> <li>• Verbal aggression</li> <li>• Physical aggression with intent</li> <li>• Threatening behaviour with intent</li> <li>• Sexual Harassment</li> </ul>
C7	Fixed-term	<ul style="list-style-type: none"> <li>• Persistence of C6 behaviour</li> <li>• Assault</li> <li>• Threatening or bullying behaviour</li> </ul>

		<ul style="list-style-type: none"> <li>• Possession of weapons or illegal drugs / any illegal materials</li> <li>• Anything that the Headteacher thinks would bring the school into disrepute</li> </ul>
C8	Permanent exclusion	<ul style="list-style-type: none"> <li>• Persistence of C7 behaviour</li> <li>• Anything in the Headteacher's reasonable judgement</li> </ul>

## Individual Behaviour Regulation – For individual children with specific behaviour needs

The following requires discussion with the Inclusion team for appropriateness, and communication with the pupil's parents.

Depending on an individual's behavioural needs, **they may** require a chart of the different zones to help them regulate their behaviour.



- When a pupil shows unacceptable behaviour, he or she is placed on the appropriate colour. They stay on that colour until the check-in time (of your choice, taking the pupil's overall needs into consideration). You may also choose to provide one warning to allow the pupil the chance to get their behaviour under control before changing colours. This may help them learn to do this. The check-in time is a chance for the pupil to reflect on their behaviour and consider the consequences.
- If, for example, you have chosen a check-in time of 20 minutes you should stop every 20 minutes and talk with the pupil about how their behaviour has been during that time. If the pupil has stayed on green, he or she is praised. If he or she has already been moved to yellow or red, they have the opportunity to move back to green, if you deem their current behaviour appropriate.
- If a pupil is younger or displays high amounts of problem behaviour, a shorter interval should be chosen. You want to make sure the pupil has a good chance of being successful when you start using the system, in order to motivate them to

continue having success. As behaviour improves, you can increase the length of time for the 'check in' time.

- Explain to the pupil how the system works, what privileges are associated with each level, and what behaviours cause a move to a different colour.



## Tips for Success with Behaviour

- Be consistent. The more you stick with your behaviour plan consistently, the more likely the plan will be successful.
- Make sure the pupil has the chance to be successful right away.
- Initially, set the pupil a goal that is easy to meet.
- Reward and praise good behaviour, even if only for a short time, and then work up to supporting the pupil to behave well for longer periods of time.
- The focus should be on preventing the pupil from moving to red by learning to control his or her behaviour, and NOT on punishing the child by moving him or her to red.
- Reward good behaviour by recognising it in a realistic and positive light.
- Never reward bad behaviour by laughing, thinking it's cute, ignoring it, or not confronting it.

# Appendix iii - UPPER SCHOOL behaviour management system

Behaviour expectations to be followed by all teaching staff in Y5 and above

## **Start of lessons:**

- ✓ Pupils enter the classroom quietly and begin the Do Now activity in silence.
- ✓ Equipment should be on desks at the start of the lesson.
- ✓ Teachers should always be on time and prepared for lessons.

## **End of lessons:**

- ✓ Ensure pupils wait until asked to pack up.
- ✓ Pupils push chairs in and wait until they are dismissed.
- ✓ Lessons should always end on time.
- ✓ The pupils should leave a tidy and clean classroom.

## **Other essentials:**

- ✓ Always have a termly seating plan that you stick to; it can be varied according to developing needs.
- ✓ Display Heath points on the board or wall.
- ✓ Be fair with your demerits and generous with your Heath points.
- ✓ Always follow up poor behaviour - record all sanctions on the system and ensure children sit any detentions set.

## **Tutor - Form time tasks 8:50-9:00am:**

- ✓ Equipment check; have the pupils got what they need for the day?
- ✓ Announcements, if any, eg reminder about uniform for the following day, rehearsals etc.
- ✓ Morning activity e.g. review of homework, quiz, silent reading, news round, assembly
- ✓ Children in school should be in class by 8.45am. This is the start of learning time, so they should not be in other classrooms or socialising in the corridors.
- ✓ Children arriving after 9.00am are marked late.

We promote good behaviour and achievement by:

- Heath points(merits) and demerits
- personal praise
- public praise
- praise in assembly
- rewards

- using assemblies and circle times for PSHE topics
- teaching PSHE as a subject in it's own right, and threading it through the whole curriculum and school day
- the promotion of personal development including SMSC throughout the curriculum.

## Banned Items:

No gum, fizzy drinks, mobile phones (must be handed in at the start of the day if brought to school), toy weapons, anything that could be classed as a weapon, handheld consoles, fidget spinners.

## We do not allow:

Bullying, swearing, disrupting others' learning, fighting, insulting.

## Heath Points and Demerits

In the upper school we acknowledge good behaviour by awarding Heath points and record poor behaviour as demerits on iSAMS. Demerits are not counted against the house system, but are a way of tracking individual behaviour and do not reflect negatively on the student's house, whereas Heath points that individuals gain are counted towards the houses' overall points.

Heath points may be awarded for a wide range of positive behaviours and categorised as follows:

<b>Punctuality</b>	- typically awarded for continuous punctuality over a period of time
<b>Appearance</b>	- For presenting themselves in a manner that brings credit
<b>Respect</b>	- May be awarded for show high levels of courtesy to others
<b>Responsibility</b>	- Awarded for acting in a responsible manner
<b>Effort</b>	- For demonstrating high levels of effort

Each Heath point recorded in the behaviour management system (located on the teacher portal) accrues a positive score of +1 for the house.

Although the award of Heath points and demerits is largely driven by pupil behaviour, we at Heathside would rather promote the positive behaviours that our students so frequently demonstrate as such we consider it a good rule of thumb for our teachers to aim to give 5 Heathpoints for each demerit.

The Heath Point total for each student is tracked and during our termly reward assemblies pupils earn award certificates as follows:

**Bronze - 25 HP**

**Silver - 50HP**

**Gold -100HP**

**Platinum - 200HP**

Exceptional behaviour and performance will be rewarded by:

- the pupil being praised/rewarded in the weekly assembly
- Positive email or phone call home
- Postcard home
- whole class trips
- class rewards, including golden time (choice of activity); participation in special
- events and working incrementally towards group activities
- some assembly 'Star of the Week' awards celebrating individuals' class behaviour.
- Classroom management strategies
- Staff in different departments use age-appropriate behaviour management strategies
- as set down in the guidelines (see appendices).

## Steps and sanctions to be taken in the case of inappropriate behaviour:

Level	Sanction	Behaviour
C0	Remind of expectations	<ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Refusal to follow instructions</li> </ul>
C1	Verbal Warning	<ul style="list-style-type: none"> <li>• Low level disruption of learning following reminder</li> <li>• Refusing to follow instructions following reminder</li> <li>• Poor corridor behaviour</li> <li>• Poor public behaviour</li> <li>• Lack of homework</li> </ul>
C2	Demerit	<ul style="list-style-type: none"> <li>• Persistence of C1 behaviour</li> <li>• No PE kit/equipment</li> <li>• Late to lesson</li> <li>• Eating / drinking in the wrong place</li> <li>• Chewing gum</li> <li>• Lack of homework following verbal warning</li> <li>• Unkind behaviour towards others</li> </ul>
C3	Class Teacher Detention	<ul style="list-style-type: none"> <li>• Persistence of C2 behaviour</li> <li>• Repeatedly late to school</li> <li>• Insolence</li> <li>• Leaving the classroom without permission</li> <li>• Dangerous / careless behaviour</li> <li>• Ignoring / walking away from a member of staff</li> </ul>
C4	SLT detention	<ul style="list-style-type: none"> <li>• Persistence of C3 behaviour</li> <li>• Internal truancy</li> <li>• Leaving premises without consent</li> <li>• Refusing a mobile phone confiscation</li> <li>• Verbal abuse e.g. racist or homophobic comments</li> <li>• Vandalism</li> <li>• Criticising or insulting others</li> <li>• Physical aggression</li> <li>• Threatening behaviour</li> <li>• Bullying</li> <li>• A serious one off incident</li> <li>• sexual comments, "jokes" or taunting</li> </ul>
C5	1-day internal exclusion	<ul style="list-style-type: none"> <li>• Persistence of C4 behaviour</li> <li>• Verbal aggression</li> <li>• Physical aggression with intent</li> <li>• Threatening behaviour with intent</li> <li>• Sexual Harassment</li> </ul>
C6	Fixed-term exclusion	<ul style="list-style-type: none"> <li>• Persistence of C5 behaviour</li> <li>• Threatening or bullying behaviour</li> <li>• Anything that the Headteacher thinks would bring the school into disrepute</li> </ul>
C7	Permanent exclusion	<ul style="list-style-type: none"> <li>• Assault (Spitting or Violence) Possession of a weapons or</li> </ul>

		<ul style="list-style-type: none"> <li>illegal drugs / any illegal materials</li> <li>Anything that the Headteacher thinks would bring the school into disrepute</li> </ul>
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