



# Behaviour Policy

## 2022-2023

Date discussed with Staff:	Date discussed with Governors:
Date ratified by Governors:	
Date for review:	
Signed:	Headteacher
Signed:	Chair of Governors



# Heygarth Primary School

## Behaviour Policy

### **Introduction & Rationale**

Heygarth Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful and Safe.'

All staff act as secondary care givers and recognise that children communicate their needs via their behaviour. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. We recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions.

There is a common understanding of the importance of interpreting, rather than reacting to behaviours. Key questions are: *What has happened to this child? What feeling is the child behaving? What is the purpose of meaning of the behaviour of this child? What does this child need from me at the moment... and in the future?*

### **At Heygarth Primary School, we aim to:**

- Provide a safe, comfortable and caring environment where optimum learning takes place;
- Provide clear guidance for children, staff and parents of expected levels of behaviour;
- Use a consistent and calm approach;
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally;
- Ensure all adults use consistent language to promote positive behaviour; and
- Use restorative approaches.

### **Purpose of the Behaviour Policy**

To provide simple, practical procedures for staff and children that:

- All children are inherently good but can make 'poor' choices;
- Encourage children to recognise that they can and should make 'good' choices;
- Recognise individual behavioural norms and respond appropriately;
- Promote self-esteem and self-discipline; and
- Teach appropriate behaviour through positive intervention.



### **All staff must:**

- Take time to welcome children at the start of the day;
- Be at the door of their rooms at the start of each session;
- Always pick up on children who are failing to meet expectations; and
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'.

### **The Headteacher and Senior Leadership Team must:**

- Be a visible presence around the school;
- Regularly celebrate staff and children whose efforts go above and beyond expectations;
- Encourage the use of positive praise, phone calls/texts/notes home and certificates/awards;
- Ensure staff training needs are identified and met;
- Use behaviour records to target and assess interventions;
- Support teachers in managing children with more complex or challenging behaviours.

### **Successful behaviour management will be when staff:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others;
- Know their classes well and develop positive relationships with all children;
- Relentlessly work to build mutual respect;
- Remain calm and regulate their emotion appropriately;
- Demonstrate unconditional care and compassion;
- Are responsible for identifying their own training / needs for support.

### **Be Ready, Be Respectful & Be Safe**

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the expectations, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reprimanded in private.

Heygarth Primary School has 3 simple expectations: '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Expectations	Visible Consistencies	Over and Above Recognition
<ol style="list-style-type: none"> <li>1. Be Ready</li> <li>2. Be Respectful</li> <li>3. Be Safe</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily meet and greet</li> <li>2. Persistently catching children doing the right thing</li> <li>3. Picking up on children who are failing to meet expectations</li> <li>4. Accompanying children to the playground at the end of every day</li> <li>5. Praising in public (PIP), Reprimanding in private (RIP)</li> <li>6. Consistent language</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal praise</li> <li>2. Recognition boards</li> <li>3. Notes home</li> <li>4. 'Star of the Week' Certificates</li> <li>5. Phone call/text home</li> <li>6. Show work to another adults</li> <li>7. SLT praise</li> <li>8. Headteacher Award</li> </ol>

### Sanctions

Sanction should:

- Make it clear that unacceptable behaviour affects others and is taken seriously;
- Not apply to a whole group for the activities of individuals;
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

### Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

A sanction may include missing 5/10/15minutes of break time or lunchtime to allow time for the adult to 'repair' the relationship in private. (Use the script in Appendix A)

The lost time and break or lunch may also be required for ensuring any lost learning is caught up.

### Adult Strategies to Develop Excellent Behaviour

IDENITIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

### Language around Behaviour

At Heygarth Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times, especially in front of the child.



Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group.

Incidents are logged on CPOMS at the staff member's discretion.

### **Behaviour Pathway**



Reminder

Warning

Time Out (in the parallel class if required or time for 'Walk & Talk')

Follow up / Reparative Conversation (See Appendix A)

*Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up / Reparative Conversation the following may apply:*

Sent to / Send for SLT member (Miss Howell or Miss Owen)

Sent to / Send for AHT / DHT (Mr Lewis or Miss Blake)

Sent to / Send for HT (Mrs Beamish)

Parents phoned by member of staff

Parents phoned by SLT member (Miss Howell or Miss Owen)

Parents phoned by AHT / DHT (Mr Lewis or Miss Blake)

Parents phoned by HT (Mrs Beamish)

Parents called to school for a meeting

Internal Exclusion

Fixed Term Exclusion

Permanent Exclusion



### **Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke 'Positive Handling Plans' and 'Individual Behaviour Plans' to support them.

When dealing with an episode of extreme behaviour, physical intervention may be required with a child if they or another person is unsafe.

It is important to have tried ALL de-escalation strategies and techniques first - Team Teach (physical intervention) training emphasises the use of de-escalation.

This will only be used as last resort and by trained staff only.



## Use of Physical Intervention

There may be rare occasions when it is necessary to use physical intervention to ensure the safety of children or staff in school.

At Heygarth Primary School, the DfE guidance, 'Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies' (July 2013) is used to inform practice.

"Reasonable force can be used to prevent pupils from hurting themselves or others. In a school, force is used for two main purposes - to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances."

School has a legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs (SEN).

"The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts."

## Staff Training

The large majority of staff at Heygarth have accreditation for positive handling techniques through 'Team Teach' training and recognise that any restrictive physical intervention should involve the minimum force for the shortest time possible.

De-escalation techniques will always be used first if possible.

Parents/carers are always informed if such an intervention has been necessary and the situation logged.

A Risk Assessment will be completed for any child who may require 'regular' physical intervention and an agreement signed by parents and school will be completed.

Staff will record all serious behaviour incidents on CPOMS and any physical intervention is also recorded in the Bound Book which is locked in the filing cabinet in the Headteacher's office.



Exclusions may occur following extreme incidents at the discretion of the Headteacher. (See also 'Exclusion Policy')

Should a problem of "bullying" arise, it must be dealt with in accordance with our Anti-Bullying Policy.

### **Physical Attacks on Adults**

At Heygarth Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with their training on *Physical Intervention* and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher, Deputy Headteacher or Assistant Headteacher and they should be recorded on CPOMS and on a Wirral Incident Form. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion may only happen once we have explored several options and have created a plan around a child.

### **Next steps when behaviours are frequently extreme / at crisis level**

For pupils who do not respond to our Behaviour Policy on a regular basis, additional support from the SENDCo is required and this may lead to putting them on the Special Needs register for Behaviour and/or additional support and advice being requested from behaviour specialists, i.e. Gilbrook Outreach. An Individual Behaviour Plan and/or One Page Profile will be created to enable the child to learn well and interact in socially appropriate ways. All staff will have greater awareness of the child's specific vulnerability and increased awareness of strategies to employ.

### **Child-on-Child Abuse**

Below is a list of what counts as a problematic and unacceptable behaviour. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);



- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The principle of a zero-tolerance approach

At Heygarth Primary School, zero-tolerance means that any incident will be proportionate, considered, supportive and decided on a case-by-case basis in line with the sanctions within this behaviour policy. We will consider the age and developmental stage of the alleged perpetrator(s), the nature and frequency of the alleged incident(s) and how to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

At Heygarth Primary School, we will not tolerate child on child abuse but we will not demonise any child. We will support and listen to all of the children involved. The alleged perpetrator(s) will be offered support so that they can change their behaviour. The response to each incident should be proportionate. For example, we might address a 'lower-level' incident such as a sexist comment through education, our curriculum and the way our school promotes respect. The use of exclusion from school will only in the most severe cases, for example if the police recommend we exclude a child after an incident of sexual assault. If this happens and we still wish to keep the child in school, we will need mitigations in place to protect other children, such as keeping that child in isolation. We will balance the importance of safeguarding other children with the need to support, educate and protect the alleged perpetrator(s). We will gently but firmly condemn the behaviour, not the child. The DSL will have a plan in place to help the alleged perpetrator(s) modify their behaviour - this may involve counselling or clinical care.

We will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities). We will listen and take the wishes of the victim(s) into account and that their wishes will inform our response, but the DSL will make the final decision. Some victims might





prefer that the alleged perpetrator(s) move class, whereas others may prefer that they stay in their class but just not sitting next to them. For example, if a victim is afraid of how the friends of the alleged perpetrator(s) might react if their friend was removed from class, the victim might prefer to not be put in this situation.

The process for responding to reported incidents

This section is to be read in conjunction with our safeguarding policy.

If staff are dealing with an allegation of child-on-child abuse, they should follow the school's safeguarding policy.

A risk-assessment will be carried out by the DSL (or a deputy) and will take the lead, supported by other agencies as required. This will be:

- Decided on a case-by-case basis;
- Underpinned by the principle of a zero-tolerance approach (see above) to sexual violence and sexual harassment, meaning it's never acceptable and it won't be tolerated.

By carrying out the risk assessment, this will inform whether we need to:

- Manage the incident internally;
- Refer to early help;
- Refer to children's social care;
- Report to the police.

### Reporting Behaviours

'Lower-level' incidents are far more frequent than severe incidents, and can underpin the problematic 'normalised' culture. Children should call out and report anything that makes them uncomfortable, no matter how 'small' they think it is. We will always take their safety and wellbeing seriously, listen to them, act on their concerns and not tolerate or accept abuse.

Reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

Calling out behaviour as it happens will help all children understand what is and is not acceptable. If the incident is very 'low level' - for example, a child making a comment that staff have reason to believe they don't fully understand - it may be appropriate to explain why it wasn't acceptable and ask the child to apologise to the victim on the spot.



If a child displays any of the above behaviours, Heygarth Primary School will get parents involved immediately. We will let parents know what their child has said or done, and that we would like them to talk about it as a family. This will help:

- Get the parents on board in condemning the behaviour;
- Start an important conversation between the child and their parents about acceptable and unacceptable sexual behaviour;
- Work towards a solution together.

This can just be a quick phone call, but it's important that it happens immediately and every time staff have concerns about their child's behaviour.

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- in some way identifiable as a pupil from our school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

In the incidences above, the Headteacher may notify the Police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us.

Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools;
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public;
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school;
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.



### **Early Years Foundation Stage**

The children in EYFS (Nursery & Reception) have their own system for behaviour - see Appendix B.

### **Review**

This policy will be reviewed in line with the school's policy review programme. The Headteacher is responsible for reporting to the *Governors'* about the quality of its implementation and its impact. In the light of this, policy amendments may be made.

H. Beamish  
September 2022



Appendix A - Scripted Conversations

<b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message	
<b>REMINDER</b>	<p>I noticed you chose to ..... (noticed behaviour)            This is a REMINDER that we need to be (Ready, Respectful, Safe)            You now have the chance to make a better choice            Thank you for listening  <b>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</b></p>
<b>WARNING</b>	<p>I noticed you chose to ..... (noticed behaviour)            This is the second time I have spoken to you.            If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ..... ) (learner's name),            Do you remember when ..... (model of previous good behaviour, remind when they've done it before)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation  <b>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>
<b>TIME OUT</b>	<p>I noticed you chose to ..... (noticed behaviour)            You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)            Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)            I will speak to you in two minutes  <b>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</b>            *DO NOT describe child's behaviour to other adult in front of the child*</p>
<b>FOLLOW UP - REPAIR &amp; RESTORE</b>	<p>What happened? (Neutral, dispassionate language.)            What were you feeling at the time?            What have you felt since?            How did this make people feel?            Who has been affected? What should we do to put things right? How can we do things differently?</p>
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	

## Appendix C - What are Recognition Boards?

Recognition Boards are designed to celebrate the good behaviour and make these children feel important rather than making children feel important for their poor behaviour choices. They are designed to enable us to get more of the behaviour we notice most.

- Targeted at children who go above and beyond (personal expectations).
- Names go on the board. Names are never removed from the board throughout the rest of the day. Names are removed at the end of the day.
- A note with the reasons why they are on the 'Recognition Board' should go home at the end of the day to parents.
- Children can nominate others to be put on the board.
- The key is to generate peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name up
- Recognition boards need refreshing regularly - daily.
- Recognition boards are intended to reflect effort.
- Use the recognition board to persistently and relentlessly catch learners demonstrating the right attitude to learning.
- A recognition board does not require a change in personality from the teacher, just more determination to catch learners exhibiting the right behaviours.





## Appendix D - 10 Principles of Verbal De-escalation

**We cannot control what happens in the world.  
We can control how we respond to it.**

When the child is displaying aggressive/irrational behaviour they feel extremely vulnerable and unsafe. You need re-assure the child that you are on their side and want to help.

1. Respect the personal space of the individual; do not get uncomfortably close or block exits.
2. Do not be provocative or respond in anger, be in control and measured.
3. Establish verbal contact calmly with the individual.
4. Be concise and speak in short, easy to understand sentences or phrases. Repeat yourself often.
5. Listen closely to what the person is saying.
6. Identify the individual's **wants** and **feelings** and try to accommodate reasonable requests. Let the child know that you can see they are: angry, upset and you understand why. Tell them you want to help them when they are ready.
7. Agree or agree to disagree with the person's concerns, while avoiding negative statements.
8. Set clear limits with expected outcomes, but do not make demands or order specific behaviour.
9. Offer choices and optimism.
10. Afterwards, review the event and look for areas of improvement

It is important to remember that this event is a traumatic for all involved and everybody needs support to feel safe again.

Appendix E - Conversation not Consequence

