



# Heath Mount Primary School

## Behaviour Policy

### 2024 – 2025

Approved: 19th July 2024  
Chair of Governors: Mohammed Sajad

#### Rights Respecting School' Article/s

**Article 12:** Every child has the right to express their views, feelings and wishes in matters that affect them, and have their views taken seriously.

**Article 24:** Every child has the right to education on weA29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 28:** Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

**Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

## **Purpose**

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to behaviour management. This will allow the pupils at Heath Mount Primary School to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Heath Mount is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone in school, both adults and children are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

## **Aims**

- To provide a clear, fair and consistent approach to behaviour management based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with them and others.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To minimise attention given to negative behaviour choices but ensure adequate attention is given to exploring why these choices are being made by the individual.
- To help learners take control over their behaviour and be responsible for their choices and also accept the consequences of it.
- To ensure that excellent behaviour choices are a minimum expectation for all.

## **Our Rules**

At Heath Mount Primary School, we aim to promote positive attitudes and respect through our three rules:

### **Ready**

- to learn (attentive quickly, correct sitting position, with equipment, focused)
- to go outside (promptly, lined up nicely, coats on etc...)
- to walk through school (quietly, orderly line, using stopping points)

### **Respectful**

- to staff (following instructions, answering questions, using manners)
- to each other (taking turns, celebrating others success, using kind words)
- to everyone (everyone is welcome in our school)

### **Safe**

- inside (we walk around school following the instructions of adults)
- outside (we make safe choices to ensure no one gets hurt)
- with school equipment (using it sensibly for the correct purpose)

## **Responsibilities of staff and governors**

### **Expectations of staff:**

We expect every adult to reinforce that:

- Behaviour is everyone's responsibility at all times.
- Meet and greet every child every morning with a smile.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Have clear rules and routines for behaviour both in classrooms and around the school.
- Model positive behaviour and actively try to build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use positive praise and positive recognition through-out the day.
- Remain calm at all times and give thinking time when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving inappropriately. Challenge and praise is everyone's responsibility.
- Immediately contact a member of the Senior Leadership Team (SLT) Where there has been a serious behaviour concern.

### **Senior leaders:**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome children and family members at the start of the day, when possible.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners consistently and especially of those whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex needs who therefore can display extremely negative behaviour choices.
- Regularly review provision for learners who fall beyond the range of written policies.

### **Governors:**

The governors will annually discuss and agree this policy. They will support the Headteacher and the SLT to enforce the policy.

### **Parents/carers will:**

- Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with the Behaviour Policy, by reinforcing the school rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at Heath Mount Primary School with the pupil's class teacher, or a member of SLT.
- Support their child's independent learning.
- Support the school's decisions in relation to behavioural issues.
- Ensure good attendance and punctuality of their child, as well as reporting any absences.

## **Behaviour management strategies used in school**

### **Recognition for positive behaviour choices:**

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

**Dojos** –are rewarded for good learning behaviour and also any of the aspects which show metacognition growth such as kindness, resilience, sharing etc... A certificate will be presented to the children during the celebration Friday assembly.

**Postcards** – reward postcards are completed and handed to the office who will post them to the pupil's home address.

**Hot Chocolate Friday** – is used when a child goes 'above and beyond' in their attitude and behaviour. Children can receive a Hot Chocolate Friday raffle ticket nomination from an adult which then goes into the Hot Chocolate Friday box. During celebration assembly on a Friday names are selected at random to join the Hot Chocolate Friday group hosted by the Head Teacher or another member of the senior leadership team.

**Stickers and certificates** – Stickers are used to reward positive behaviour. Certificates will be given to pupils during celebration assemblies.

### **Managing poor behaviour choices:**

It is important that sanctions are applied consistently by all staff, following an investigation of the reasons behind the behaviour, and that the correct child or group of children receive the appropriate sanction.

Blue cards are used as a system of recording behaviour.

1. Reminder 1 - Proximity first attention
2. Reminder 2 – remind the pupil about the 3 school rules
3. First record on a blue card – *"you have been given two chances to turn your behaviour around and make the right choice"*  
Regulation station within the classroom to be used and complete a 'Put it right' activity.
4. Second record on a blue card – Miss next playtime or 15 minutes from lunch time play. A letter of apology written.
5. Third record on a blue card – Time in reflection with a member of SLT. Parents informed and asked to attend a meeting in school.

If a child receives three blue cards in a week, parents are notified by a member of the SLT as appropriate. All reprimands will take place in private. Team Teach positive handling strategies will be used appropriately.

Missing a lesson such as art or PE due to poor behaviour choices is not permitted unless there is an identified safety risk.

Do not shout and do not use sarcasm.

As a school, we consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy and will consider whether a multi-agency assessment is necessary.

### **Unstructured times**

There are the same behaviour expectations during more unstructured times such as break and lunchtime. House points are awarded, gold lunchtime tokens count as double.

In the event of poor behaviour choices at break and lunchtime the following measures are put in place:

- In the event of a child being hurt by another child at lunchtime or a serious breach of the school rules taking place, an investigation takes place and the senior mid-day supervisor notified of the details. At break time one of the adults on duty will investigate in the first instance and pass the information on to the Behaviour lead.
- If a child has an injury, the information will always be passed onto the teacher.
- If a consequence is required (such as Serious and Very Serious sections of the table below) the children can be brought to Reflection and a member of the SLT is notified.
- Consequences and actions taken will then be recorded and people notified as necessary.

### **Monitoring and Reporting Behaviour**

- All staff are responsible for reporting incidents of poor behaviour, including racist and homophobic incidents and use of bad language.
- E-safety concerns must also be logged.
- Behaviour must be recorded in a timely manner.
- Staff should follow procedures and parents are notified if appropriate. Behaviour is recorded on the school's Arbor.
- All bullying, racist, homophobic incidents will be recorded in the Bound Book.

The Headteacher will provide a termly report to Governors which will detail the number of behaviour incidents, number of homophobic, racial and e-safety incidents and details of any Fixed Term and Permanent exclusions.

**Outline of possible sanctions and consequences of undesired behaviour**

Example Incidents*		Possible Actions
<p style="text-align: center;"><b>Very serious</b></p> <p style="text-align: center;"><b>Member of SLT notified immediately</b></p>	<ul style="list-style-type: none"> <li>• Attacks on staff or pupils, verbal or physical</li> <li>• Stealing</li> <li>• Anything dangerous</li> <li>• Total loss of control</li> <li>• Damaging property</li> <li>• Persistent bullying (see Anti-Bullying Policy)</li> <li>• *Persistent racial abuse</li> <li>• *Persistent homophobic or transphobic language</li> <li>• *Persistent Anti-Disability Language</li> <li>• *Language to persistently discriminate against faiths</li> <li>• Persistently becoming involved in fights</li> </ul>	<ul style="list-style-type: none"> <li>• Reprimand or warning</li> <li>• Loss of lunchtime</li> <li>• Loss of school clubs</li> <li>• Member of SLT meets with parents to discuss joint action</li> <li>• Involvement with other agencies</li> <li>• Behaviour Support Plan drawn up</li> <li>• *Entered in bound and numbered book if needed Team Teach</li> <li>• Isolation</li> <li>• Exclusion</li> </ul>
<p style="text-align: center;"><b>Serious incidents</b></p>	<ul style="list-style-type: none"> <li>• Deliberate rudeness to staff</li> <li>• Being disruptive</li> <li>• Persistent name calling</li> <li>• Persistent swearing</li> <li>• *Racial abuse</li> <li>• *Homophobic or transphobic language</li> <li>• *Anti-Disability Language</li> <li>• *Language to discriminate against faiths</li> <li>• Improper use of Technology</li> <li>• Play fighting</li> </ul>	<ul style="list-style-type: none"> <li>• Reprimand or warning</li> <li>• Isolation at playtime for playtime incidents</li> <li>• Time out of class</li> <li>• Loss of privileges</li> <li>• Involvement of outside agencies</li> <li>• *Entered in bound and numbered book if needed Team Teach</li> </ul>
<p style="text-align: center;"><b>Incidents of Concern</b></p>	<ul style="list-style-type: none"> <li>• Less serious rudeness</li> <li>• Lack of co-operation</li> <li>• Swearing (one-off)</li> </ul>	<ul style="list-style-type: none"> <li>• Reprimand or warning</li> <li>• Segregation within the class</li> <li>• Loss of privilege</li> <li>• Loss of 15 minutes next break</li> </ul>

\*In all of the above examples, the context and child's current situation would be taken into account.

## **Exclusions**

### **Parents/Carers of children:**

The decision to exclude a pupil is a very serious matter which only the school head teacher, or delegated authority, can undertake. The decision to exclude a pupil must be lawful, reasonable, and fair. The head teacher may decide to exclude a pupil only when he/she is sure that:

- The pupil has not adhered to the school's behaviour policy (the school values)
- And/or if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school

### **Types of exclusion**

Exclusions at Heath Mount Primary School are very rare and will only be used after thorough investigation. The Headteacher and Governing Body implement the Birmingham Local Authority guidelines on fixed term and permanent exclusions.

There are two main types of exclusion – suspension and permanent.

- Suspension (previously called Fixed Term Exclusion) means that a pupil is excluded from school for a fixed number of days and a date is set for a return to school which follows a meeting with parents and staff. Whilst a pupil has a suspension, they should not return to the school premises, nor should they be in a public place during school hours.
- Permanent exclusion should only be used as a last resort. Head teachers will usually only permanently exclude after a series of interventions to support the pupil. However, there may be exceptional circumstances where one very serious incident could lead to a permanent exclusion.

If a serious behaviour incident occurs a fixed term or a permanent exclusion may be used as a sanction. Examples of when such a sanction may be appropriate include:

- Assault of another child or member of staff.
- Threatening and aggressive behaviour towards another child or member of staff.
- Damage to school property.
- Defiance and refusal to follow school rules.

This is a non-exhaustive list, and each incident will be investigated on its own merit.

In the event of any type of exclusion, the Headteacher or Deputy Headteacher will inform the pupil's parents/carers of the exclusion via written notification, which outlines the nature of the incident, the exclusion duration and any alternative provision supplied. Fixed term exclusions can vary in length and can be from 1 day up to 15 days.

The Headteacher has the ability to permanently exclude a pupil who has behaved in a manner consistent with a serious incident as describes above, or who is a persistent offender. Permanent exclusions will be considered by the Governing Body for authorisation.

## **Support for pupils**

Reflection supports all school staff to deal with the emotional and behavioural issues of children throughout the school.

DFE Guidance 'Mental health and behaviour in schools' (March 2016)

"The role that schools play in promoting the resilience of their pupils is important, particularly so for some children where their home life is less supportive. School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems."

The main functions of Reflection are:

1. To provide a welcoming and safe environment where children can come for emotional support when they encounter difficulties in class or/and the playground.
2. To resolve conflicts when a child has made a poor choice; and to develop strategies to prevent the same happening in the future.
3. To work with children individually or in small groups to develop their self-esteem and confidence through various engaging activities.
4. To support staff in creating a positive learning environment for all children.
5. To work closely with parents of children who have behavioural and / or emotional difficulties.
6. To provide a safe area where children and / or parents can receive support from outside agencies.

Reflection is not just a behaviour intervention; our aim is to help children overcome any barrier to learning. In each classroom, children will have access to a reflection area where they can complete short activities to help them regulate their behaviour.

Some pupils require more sensitive and differentiated approaches to behaviour support. There are clear lines of communication between the SENDCo, the Pastoral Support and the Behaviour Lead to enable the correct support to be offered to those with additional safeguarding or special educational needs.

## **Children on the SEN Register**

The school's behaviour policy is consistently enforced by all adults in school. Heath Mount acknowledges that there are children in school for whom the policy in isolation will not be sufficient and therefore require reasonable adjustments and personalised provision. This is reflected through a child's One Page Profile document or an Emotional Regulation Plan which is written in collaboration by the Class Teacher, SENDCo, parents and pupil. Personalised provision can be put in place for any part of the school day. ABCD forms may be used to record persistent behaviour to enable to SENDCo to identify any patterns.



### **Searching, Screening and Confiscation DFE Guidance (2022)**

Teaching staff are permitted to confiscate, retain or dispose of a pupils' property as a consequence as long as it is reasonable in the circumstances. Pupils should not be bringing into school items that can be a distraction to learning.

Senior leaders in the school are permitted to search without consent if staff believe a child is in possession of a prohibited item and the child is refusing to comply. Examples of prohibited items are:

- Knives and weapons
- Stolen items
- Alcohol, tobacco, illegal drugs
- Fireworks
- Any article that has been or is likely to commit an offence. Cause personal injury or damage to property
- Pornographic images
- Any item banned by the school's rules

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as a item which may be searched for.

Where a person is searched without consent, two adults will be present. Where possible at least one of these adults will be of the same gender as the child. Parents will be informed. Police will be informed where the item confiscated causes an offence.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

### **DFE Guidance on the 'Use of Reasonable Force' (2013)**

Some staff at Heath Mount Primary School have undertaken Team Teach training in order to have the option to employ positive handling strategies safely when needed in order to keep pupils safe.

Schools can use reasonable force to:

- Prevent a pupil behaving in a way that disrupts a school event or 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.

(Use of reasonable force in schools, 2013).

This is very much a last resort or an emergency response and is only used once all other de-escalation techniques have been exhausted or when there is an immediate risk to a person or property, or they are causing significant disorder. It will always be reasonable, necessary and proportionate.

A record is completed in a bound and numbered book of all positive handling by the staff member involved and kept by the Deputy Headteacher. Parents will be informed at the earliest appropriate opportunity.

### **Working with parents and outside agencies**

A good partnership with parents is essential in supporting children in making positive behaviour choices. This partnership should be strongest with the child's class teacher. If behaviour begins to give cause for concern, a meeting will be scheduled between the parents, class teacher and a member of SLT as soon as possible for a plan to be formed.

There are times when parents may feel that something has happened which is not in keeping with this policy. In these circumstances parents should arrange to speak to the teacher or a member of SLT (as appropriate) so the situation can be discussed, investigated and resolved.

A range of outside agencies may become involved in the case of children with more severe behaviour or medical problems. These include:

- Educational Psychologists
- Forward Thinking Birmingham
- Children's Services
- City of Birmingham Schools
- Community Paediatricians
- Attention Deficit and Hyperactivity Team

Information shared with these agencies is subject to Data Protection Principles and all referrals made with the approval of parents.

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

All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it happens both inside and outside of school and online. It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as 'just banter', 'just having a laugh', 'part of growing up', or 'boys being boys' leads to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

When a child reports an incident of child-on-child abuse they, as the victim, should be made to feel believed and their voice heard. All incidents/disclosures must be recorded onto CPOMS.

Child-on-child abuse, may be but is not limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- 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 and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse. (Taken from KCSIE, 2022)

### **Online behaviour**

The school takes its responsibility to set high expectations for pupil behaviour, including outside of school, very seriously. If unacceptable behaviour outside school, including online behaviour, is reported to a member of staff, they should inform a member of the SLT and record their concerns on CPOMS. If a child's behaviour outside school is impacting on behaviour and relationships in school, or is bringing the school into disrepute, sanctions will be applied as necessary, and parents will be contacted. If appropriate, outside agencies will be involved.

### **DFE Guidance on malicious accusations from 'Dealing with Allegations of Abuse against Teachers and Other Staff.' (March 2012)**

The school takes every opportunity to foster and maintain positive relationships between staff, pupils and parents. In the event of an accusation against a member of staff there will be a thorough investigation involving the police and social services where necessary. If a pupil is found to have made a malicious or false accusation against a member of staff, appropriate action will be taken which may result in a review of their place at school.

The Governing body is responsible for the pastoral care of staff accused of misconduct.





### **Links with other policies**

The behaviour policy is linked with the following policies:

- Anti-Bullying policy
- Exclusions policy
- Safeguarding policy
- SEN policy

## Appendix 1 – Classroom Plan

### Heath Mount’s Classroom Plan

1.	Reminder 1	A reminder of the rules delivered privately wherever possible – Ready, Respectful, Safe. <b>Script: ‘I have noticed that you are ...(having trouble getting started, wandering around, playing with...) right now’</b> Praise will be given if the learner is able to model good behaviour because of the reminder.
		
2.	Reminder 2	Remind the pupil of the rules delivered privately wherever possible – Ready, Respectful, Safe. <b>Script: ‘You are not showing our ...’ (Ready/respectful/safe)</b> <b>‘You have chosen to...’ / ‘Do you remember when you’ (refer to previous positive behaviour)</b> Praise will be given if the learner is able to model good behaviour because of the reminder.
		
3.	First record on a blue card (record on Arbor)	Script: You have been given two chances to turn your behaviour around and make the right choice, however you have chosen to...., because of that, you need to spend 5 minutes at the regulation station’ Complete the ‘Put it right’ activity.
		
4.	Second record on a blue card (record on Arbor)	Script: ‘You have chosen to.... Therefore, you will miss 15 minutes of your next playtime or lunchtime’ A letter of apology written.
		
5.	Third record on a blue card (record on Arbor)	Time in reflection with a member of SLT. Parents informed and asked to attend a meeting in school.
<p><b>Serious breach of the behaviour policy – referral to SLT (DHT/AHT/HT) as soon as possible after the behaviour.</b></p> <p>These behaviour bypasses all other stages of the behaviour procedure: Physical aggression Bullying Deliberately damaging property Verbal aggression (homophobic or racist language or other derogatory terms language)</p> <p>In any emergency = use the helping hand to alert the closest adult to support.</p>		



# Blue Cards



Reminder 1

Reminder 2

You have been given two chances to turn your behaviour around and make the right choice.

First record on a blue card

5 minutes to reflect on behaviour choices in class.

Second record on a blue card

Miss next playtime or 15 minutes of lunch time play.

Third record on a blue card

Time in reflection with a member of SLT. Parents informed and asked to attend a meeting in school.

# My Behaviour Plan

Name:

About me:

- 

My Objectives:

- 

How I would like to be supported:

- 

My Team:

-