

# Heathfield House School

## Behaviour and Sanctions Policy

### Introduction

There is a wealth of legislation and guidance that has to be taken into account when developing a Behavioural Policy.

- Education Act 1996
- School standards and framework act 1998
- Circular 10/99 Social inclusion: pupil support

All of these documents will be available on request.

The policy and practice will be published on the school website and will be brought to the attention of all pupils, parents and staff on a regular basis.

At Heathfield House School we aim to maintain a disciplined, orderly and friendly atmosphere within which everyone in the school community treats each other with courtesy, tolerance and respect. We believe in the importance of encouraging pupils to behave in a caring, co-operative and self-disciplined manner. Pupils are expected to develop a clear sense of right and wrong. Bullying is considered to be a type of behaviour and this particular behaviour will be dealt with following the Anti - Bullying policy. Heathfield House School does not tolerate bullying behaviour and it will be dealt with seriously and quickly. This policy relates to the entire school, including EYFS. Caroline Goodsman is responsible for the behaviour management within the school.

The school does not give corporal punishment to a child. The school takes all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person working in the school. A person will not be taken to have used corporal punishment, where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Staff are made aware when they first join the school, that they should only use physical intervention in order to keep the child, themselves and others safe. They are also made aware that they must report and record any physical intervention as soon as possible to either Caroline Goodsman or Pauline Williamson. The school will keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

The school does not threaten corporal punishment, and does not use or threaten any punishment which would adversely affect a child's well-being.

### Aims

The purpose of this policy is

- to promote, among pupils, self-discipline and proper regard for authority
- to encourage good behaviour and respect for others so that effective learning and teaching can take place
- to ensure that the standard of behaviour of the pupils is good
- to set clear expectations for the conduct of pupils

## **Code of conduct**

- Where a child requires to be disciplined this will be done by reason, reprimand and warning. Physical, humiliating and frightening punishments will never be used.
- Staff will take the time to listen and talk to the child about their behaviour and will act in accordance with the age of the child, their sensitivity and their understanding.
- Parents are encouraged to inform staff of any unsettling problems at home, which may have an effect on the child's behaviour.

## **Procedure**

Within the school there are 'Keys to Success'. These are Responsibility, Honesty, Determination, Respect and Positivity, attributes that we believe will enable children to achieve success within school and life in general.

This expected code of behaviour is made clear to the children at the start of each term and reinforced whenever necessary to ensure an effective learning environment. Some class teachers will have developed their own class rules as well to ensure an effective learning environment. These are established with the children to ensure they take ownership of the behaviour expected within the classroom environment.

## **Positive Reinforcement**

Positive reinforcement of expected behaviour should be used within the classroom wherever possible to change a child's behaviour. Suggested positive reinforcement

- Verbal praise
- Stickers
- Stamps
- Written praise in books etc.
- Positive Behaviour system – penny chart, step ups
- Headteacher's award
- Commendations
- House points
- Headteacher's letter
- Music Credits
- PE star of the week
- Work of the week
- Spelling/Multiplication certificates

## **Behaviour system**

Sometimes positive reinforcement is not effective for a child who is not behaving appropriately. Therefore within the school a behaviour management system has been developed.

## **Reception to Year 2**

Positive behaviour system – Step ups! For positive behaviour, good work, nice manners etc. children can be given 1,2 or 3 step ups. These will be recorded on a display within the class. When the child gets 10 step ups they will receive a raffle ticket. In Reception all children will receive a prize at the end of each half term. In Year 1 groups of children will receive a prize at the end of each half term

and in Year 2 two children in each class with the most raffle tickets by the assembly will receive a small reward. Teachers and teaching assistants can all give step ups.

Behaviour management system – Frogs and 5 step Lily pads the children are very aware of the 5 Level system that includes warnings and consequences.

5 Level System:

1. Verbal Warning
2. Lose 5 minutes of playtime
3. Lose 10 minutes of playtime
4. Lose fifteen minutes of playtime
5. Lose 5 lunch time breaks (30mins) a phone call home from a member of staff.

**Year 3 to Year 6**

Positive behaviour system – Step Ups! For positive behaviour, good work, nice manners etc. children can be given 1,2 or 3 step ups. These will be recorded on a display within the class. When the child gets 10 step ups they will receive a raffle ticket. The two children in each class with the most raffle tickets by the assembly will receive a small reward. Teachers and teaching assistants can all give step ups.

Behaviour management system – Levels: children are very aware of the 5 Level system and what they mean.

5 Level System:

1. Verbal Warning
2. Move Seats
3. Lose one 15 minute break
4. Lose five fifteen minute breaks
5. Lose 5 lunch time breaks (30mins) a phone call home from a member of staff.

Children may get a 'Level' for low level disruption, lack of work or poor behaviour. The system starts at the beginning of the day and lasts throughout the day, working up the levels.

On some occasions a child may be given a straight Level 4 or 5 as they have done something significant which requires a notable sanction. These are treated separately and do not get added to the accumulative levels throughout the day. Any straight level 5 sanctions will be recorded on the school's serious sanctions log.

If a child receives more than one level 5 in a term, then Miss Sowerby will arrange a meeting with the child's parents. If there has been no improvement in the child's behaviour since the previous meeting, then a meeting will be arranged with Mrs Goodsmen.

**Heathfield House School will:**

- Recognise and reward fairly and consistently good behaviour, high standards of work and effort, regular attendance and punctuality. Reasonable adjustments are made in relation to pupils with Special Educational Needs or Disabilities

- Maintain a positive and constructive code of conduct and behaviour, ensuring that the values and attitudes expressed within it are made explicit annually to all staff, pupils and parents. The consequences of breaking the code will be fully explained and unacceptable behaviour is fairly and consistently addressed in line with the school's procedures.
- The school has incident forms, which are on the shared area, to fill out for minor behavioural problems. For more serious issues, these would be recorded in the Serious Sanctions Log, which is kept on the School network. Refer to the Serious Sanctions Policy for further information.
- The school will require all users to treat the school site with care and respect.

Pupils positive and negative behaviour is monitored throughout the school by the senior leadership team.

Reviewed July 2018 by Caroline Goodsman