



# Heathfield School

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## POLICY OR DOCUMENT

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### BEHAVIOUR FOR LEARNING

#### **Part 1: Behaviour Policy**

#### **Part 2: Supporting Behaviour**

Policy By: Jo Rivers, (Co-Head of School)  
Date: September 2019

Signed:  
Chair of Governors: Chris Mouat

To be reviewed: July 2021

**This policy is underpinned by the United Nations Convention on the Rights of the Child.**

**The articles relevant to this policy are;**

**Article 3** – The best interests of the child must be a top priority in all things that affect children

**Article 28** – Every child has the right to an education. Primary education must be free, Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

**Article 40** – A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age and situation, The child's privacy must be respected at all times.

## **Behaviour for Learning Policy**

*As a Rights Respecting School we recognise Article 28 'The right of every child to a good quality education' and Article 19 'All children have the right to be protected from danger' from the UN Convention of the Rights of the Child.*

### **Introduction**

We believe that all pupils and adults have the right to work, learn and play in a happy, safe and secure environment. We aim for all our pupils to become confident, responsible members of the community, show respect and care for others. We promote a Rights Respecting culture throughout the school with school rules written in consultation with the school council. These rules underpin the expectations of behaviour for learning at Heathfield and are an integral part of our school.

### **Principles:**

A consistent approach is essential for children to feel secure

High standards and expectations for both work and behaviour need to be applied consistently across the school

Prevention is more effective than responding to disruption

Positive aspects of praise and reward are more effective than approaches focussed on punishing unacceptable behaviour

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately.

### **Rights and responsibilities**

In order for behaviour for learning to take place, all members of Heathfield School have rights and responsibilities. These rights and responsibilities should be made clear to all members of the school community and reinforced consistently.

### **Pupils**

Have the right to learn and achieve as highly as possible in an environment that is safe and supports their needs

Pupils have the responsibility to:

- Follow the Heathfield School rules.
- Work to the best of their abilities, and allow others to do the same
- Treat everyone with respect
- Follow the instructions of all the school staff
- Take care of property and the environment in and out of school
- Cooperate with other children and adults.

## **Staff**

Have the right to fulfil their role within the school community

Have the responsibility to:

- Promote the achievement and welfare of all pupils in an environment that is safe and supports their needs
- Implement and manage the schools behaviour for learning policy in a consistent way, rewarding and sanctioning pupils accordingly.
- Plan, deliver and monitor a differentiated curriculum that challenges pupils using a range of learning and teaching styles.
- Model and teach respectful behaviour and have high expectations whilst forming positive relationships with pupils.
- Deal with any incident promptly and inform parents when necessary

## **Parents, carers and families**

Have the right to be informed of the schools behaviour for learning policy

Have the right to be informed about the behaviour of their children

Have the responsibility to:

- Ensure their child attends school
- Follow the home/school agreement
- Reinforce the school rules and expectations and support the school in the implementation of this policy

## **Heathfield School Rules**

- Kind hands and feet
- Good listening to the grown-ups
- Good walking in school
- Safe behaviour at all times
- Respect the grown-ups and other children
- Respect school property
- Do your best
- Good talking to others
- Stay in your class
- Make good choices
- Talk to a grown up if there is a problem
- Help others

## **Rewards & Sanctions**

### **Informal**

- Given immediately by staff and relate to the individual needs of pupils
- Smiles/positive eye contact/gesture
- Instant specific praise (verbal and physical)
- Peer group praise (spontaneous and planned)
- Sharing good work and behaviour with peers/adults/SLT
- Written comment on work
- Direct positive praise to parents/carers
- Displaying good work/achievements on wow wall

## **Formal**

All pupils will earn stars towards Special Time. They can earn 20 minutes Special Time in a day (See Appendix 1)

- The timings for special time will vary from class to class depending on the needs of the pupils. In Upper Key Stage 2 they will have all 20 minutes at 2.45pm. In Lower Key Stage 2 they may have 10 minutes in the morning and 10 in the afternoon. The SLD classes and KS1 may choose to reward it more frequently using Now/Next cards.
- Ash and Chestnut children will have passports and earn Star stamps
- All other classes will have star strips and earn Velcro stars
- Every class will keep a running total of stars earned by each child
- Every child will have a star success chart so they can see their progress towards their next certificate

Bonus stars can be earned throughout the day or week for:

- Completing all tasks throughout the week
- Achieving targets
- Earning a WOW certificate
- Picture of the Week
- Being in the Star Frame

Certificates & prizes will be given in Friday Celebration Assemblies for the following achievements:

- Bronze certificate – 500 stars
- Silver certificate – 1000 stars
- Gold certificate – 1500 stars
- Emerald certificate - 2000 stars
- Sapphire certificate – 2500 stars
- Ruby certificate – 3000 stars
- Diamond certificate – 3500 stars
- Bonus 1 certificate – 4000 stars
- Bonus 2 certificate – 4500 stars
- Bonus 3 certificate - 5000 stars

Children will be able to select a prize for each certificate earned

## **Proactive strategies**

We believe that school should be a positive experience and therefore encourage proactive behaviour strategies in the first instance including:

Every class will have 'traffic lights' (can be differentiated in its design) to give pupils a visual reminder of where they are:

- All pupils start every session on the green
- Remind pupils that they need to be in the green in order to earn their star for that session
- Move pupils towards amber/red if they are not making the right choices
- Throughout the session, pupils have the opportunity to move back up the traffic light if they turn their behaviour around/make a positive choice
- Any pupils in red at the end of the session will not receive their star for behaviour and/or work for that session
- Return all pupils to the green for the beginning of the next session

- Rainbow section of the traffic light – in recognition of those who always make good choices and try their best

Some pupils may require a more personalised approach tailored to meet their needs and engage them in more positive learning. For example this could include the use of 'working towards' or 'now and then' cards. These strategies will become part of their behaviour plan

## **Sanctions**

Although the emphasis of the school's behaviour policy is on rewarding positive behaviour and teaching children how to behave appropriately, there are times when inappropriate or unacceptable behaviour needs to be addressed.

It is essential that where possible, an explanation is given as to why the behaviour is not acceptable and an alternative way of behaving in that situation is given. If the situation is volatile this analysis should occur later.

Sanctions are graded in order to provide consistency amongst staff and aid staff in choosing the appropriate sanction. However it is important to recognise that it will not always be appropriate to start at the beginning of the sanctions, starting point will depend on the nature of the behaviour.

### **Low Level Sanctions:**

- Facial expression of disapproval
- Non-verbal cue
- Planned ignoring
- Reminder of adult presence
- Positive rule reminder
- Reminder of stars
- Reminder of consequences
- Verbal/visual reminders – 1,2,3 warning
- Move down traffic light

### **Medium level sanctions:**

- Not earning star towards special time
- Time out within the classroom to enable them to complete what is being asked of them
- Sit on a mat (in or out of class as appropriate)
- Loss of playtime/time to complete work missed
- Reminder about contacting home
- Appropriate apology, e.g. verbal, letter/picture if applicable

When more serious and persistent incidents of unacceptable behaviour occur:

### **High Level Sanctions:**

- Refer to Heads of School
- Contact parents/carers or invite them into school (when deemed necessary)
- Internal exclusion
- Exclusion 1-5 days

In extreme circumstances permanent exclusion may be deemed necessary

## **Special time**

When pupils have not earned their full 20 minutes of Special Time:

- They will miss the corresponding number of minutes of special time for that day.
- They may complete a piece of work for the time they have not earned e.g. a worksheet/something that can be completed independently
- They will have all the Special Time they have earned even if the work is not complete
- Adults' language and support during this time must be positive.

## **Behaviour plans**

Some of our pupils will require individual behaviour management plans or personal support plans. These pupils may also require their own personalised rewards and sanctions and will have individualised contracts to help them manage their behaviour.

## **Physical Intervention**

This behaviour policy outlines the proactive strategies to which Heathfield School adheres and are an essential pre-cursor to de-escalate challenging situations. However, when the safety of the child or others is compromised, physical intervention strategies may be used in order to keep the child and others safe – see Physical Intervention Policy.

## Appendix 1

Special Time minutes are gained by earning stars in each session for example:

### KS1/SLD/Lower KS2

9.15 – 9.30	Personal organisation – book bag, signing in, toilet etc. Playtime or breakfast Grounding activities: table activity, circle time	2 stars
9.30 – 10.30	Session 1	2 stars: 1 for behaviour & 1 for work completed
	Session 2	2 stars: 1 for behaviour & 1 for work completed
10.30 - 11.00	Snack time Playtime	1 star for behaviour 1 star for lining up on time
11.00 – 11.45	Session 3	2 stars: 1 for behaviour & 1 for work completed
	Session 4	2 stars: 1 for behaviour & 1 for work completed
11.45 – 11.55	Special time	
11.55 – 1.05	Lunchtime	1 star for behaviour 1 star for lining up on time
1.05 – 1.30	Grounding activities: quiet reading, handwriting, spellings	2 stars: 1 for behaviour & 1 for work completed
1.05 – 2.55	Session 5	2 stars: 1 for behaviour & 1 for work completed
	Brain break	
	Session 6	2 stars: 1 for behaviour & 1 for work completed
2.55 – 3.05	Special Time	<b>20 stars earned in total per day</b>

## Upper KS2

9.15 – 9.30	<p>Personal organisation – book bag, H/S book, reading book etc.</p> <p>Playtime or breakfast in the children’s kitchen with Debbie Fell/Sue King</p> <p>Grounding activities: quiet reading, handwriting, spellings</p>	2 stars
9.30 – 10.30	Session 1	2 stars: 1 for behaviour & 1 for work completed
	Session 2	2 stars: 1 for behaviour & 1 for work completed
10.30 - 11.00	Snack time Playtime	1 star for behaviour 1 star for lining up on time
11.00 – 12.10	Session 3	2 stars: 1 for behaviour & 1 for work completed
	Session 4	2 stars: 1 for behaviour & 1 for work completed
12.25 – 1.05	Lunchtime	1 star for behaviour 1 star for lining up on time
1.05 – 1.30	Grounding activities: quiet reading, handwriting, spellings	2 stars: 1 for behaviour & 1 for work completed
1.05 – 2.45	Session 5	2 stars: 1 for behaviour & 1 for work completed
	Brain break	
	Session 6	2 stars: 1 for behaviour & 1 for work completed
2.45 – 3.05	Special Time	<b>20 stars earned in total per day</b>