



HEDDON-ON-THE-WALL ST. ANDREW'S CE PRIMARY SCHOOL

PROMOTING POSITIVE BEHAVIOUR POLICY

'Do to others as you would have them do to you'

Luke 6:31

Rationale

At Heddon-on-the-Wall St. Andrew's CE Primary School we seek to establish standards of behaviour that promote a spirit of co-operation, respect, courtesy and good manners as well as the Christian values of truth, justice, forgiveness and reconciliation. We also strive to celebrate differences and show respect to all. This will increase children's self-esteem, resilience and consideration of others which will lead to children becoming good citizens in society.

This policy has been constructed in consultation with staff, children, Academy Committee Members, parents and carers.

How Positive Behaviour is promoted throughout the School.

The development of positive behaviour is addressed throughout the day and will feature in all lessons. However, specific time is allocated to teach key issues through PSHCE (Personal, Social, Health & Citizenship Education) activities across the School as well as 'Celebration Assembly' each Friday and Collective Worship. Social and emotional aspects of learning are taught during Worship and in class.

The School recognises that the promoting of positive behaviour is best done through encouragement and reward rather than the use of sanctions. However, the School is aware that there may be times when sanctions may have to be applied.

'God was in Christ reconciling the world to himself, he has entrusted us with the message of reconciliation.' **2 Corinthians 5:19**

The School understands and highly values the importance of forgiveness and reconciliation as part of our Christian duty, therefore, each day is seen as a fresh start and new beginning for each child. Forgiveness and reconciliation between children and their peers as well as with adults is encouraged.



This Policy seeks to clarify the strategies and procedures the school will use to promote positive behaviour at a class and individual level.

School Rules

Our school rules, which we expect all children to adhere to, are:

- **Be safe;**
- **Respect others;**
- **Always be ready to learn;**
- **Value, love and care for yourself;**
- **Excellence – always try your best.**

These rules are displayed around school as well as in the classrooms.

Children who do not follow these rules will be given time out to consider their behaviour and talk about what they would do differently next time.

'Good to be Green' System

Behaviour in our school is based on clear expectations presented through our 'Good to be Green' behaviour system which makes these expectations known to all and ensures a consistent approach. Each day, every child from Year 1 to Year 6 commences their learning with a Green Card against their name on a behaviour chart which is displayed clearly in every classroom.

If a child exhibits any low-level disruption they will be issued with a *Stop and Think* card from the Class Teacher. The child then has two choices: they can change their behaviour to earn the removal of the *Stop and Think* card (putting them back to green) or they can continue with poor behaviour choices. If a child selects the latter option, and the Class Teacher or Teaching Assistant sees no improvement, then the child will be issued with their second warning, a Yellow Card. In this instance, we would hope the child would correct their behaviour and earn the removal of the Yellow Card, however, if not, a Red Card or 'Consequence Card' will be issued and this will remain for the day.

Class teachers will record behaviour incidents on CPOMS as necessary and will be monitoring the frequency of children receiving warnings and consequences. Class teachers will feed this information back to the Headteacher regularly. CPOMS logs also will be regularly scrutinised by the Designated Strategic Leads for Safeguarding.

Consequences

This section applies to behaviours not covered in the physical altercation protocol:



- First Consequence Card = Missed playtime and parents will be contacted the end of the school day;
- Second Consequence Card = Work in a Key Stage Leader's classroom for the rest of the day;
- Third Consequence Card = Work in another classroom for the following day. Parents contacted. Home-school Behaviour Log introduced.

Children receiving more than three Consequence Cards within a half-term will face more severe consequences such as a missed school trip / disco / special event or, in severe cases, fixed term suspensions or permanent exclusion. Suspension and/or permanent exclusion is, of course, a last resort. Any suspension or permanent exclusion made by the school has to be reported to the Local Authority and Pele Trust and a set procedure must be followed. Any suspension or permanent exclusion must be accompanied by work, which is to be set and marked during this period by the Class Teacher.

Early Years Foundation Stage

The behaviour approach used in Early Years is based on clear expectations presented through daily PSHE teaching. It is centred around reconciliation and forgiveness: positive behaviour is intentionally and explicitly modelled by all adults towards the children and each other. The children are encouraged to use 'Kind hands and kind words'. If rules are broken:

- 1) The children will be supported to consider and talk about their behaviour / the situation;
- 2) If the negative behaviour continues, children will be safely removed from the situation or given some time out;
- 3) The children will be spoken to by a Senior Leader;
- 4) The child's parents will be informed;
- 5) An Individual Behaviour Plan will be devised;
- 6) A referral will be made for additional behaviour support with the permission of the parent/s.

House Points

During each week each child will have the opportunity to gain house points for their house. House points are awarded for following our School Rules and demonstrating the Christian values as well as for good manners. Also, each week there is a different challenge from Collective Worship on Monday which children can earn house points from meeting. Each challenge is discussed with children so that they know what sort of behaviour is expected. At Celebration assembly each Friday afternoon, the number of house points collected by each team will be counted and the house that has collected the most points will be recognised. At the end of each half term, the winning house will meet and be rewarded for their achievement through additional OPAL playtime. Their achievement will also be recognised and celebrated on the website.



House points and special house achievements are displayed in the school hall.

Stars of the Week

Each week class teachers select two children from their class as 'Stars of the Week' to celebrate curriculum efforts and achievements. They receive a Head Teacher's sticker, special certificate and receive a round of applause from their peers in 'Celebration Assembly' each Friday afternoon.

Severe Clause

While we wish to adhere to this structure as far as possible, there may be events which can occur which will cause a different course of action to be taken. Such events are known as Severe Clause events and will result in the child being sent directly to the Headteacher.

Such events may include:

- Severely hurting another child or adult;
- Deliberate destruction of school or others' property;
- Persistent defiance;
- Swearing.

Determination of the invoking of severe clause is at the discretion of the member of staff dealing with the incident.

Physical Altercation Protocol

If a child is deliberately hurt in a purposeful and premeditated way, the following protocol will be followed:

- Immediate consequence card;
- If outside, perpetrator will be immediately sent into school to speak to a member of the Senior Leadership Team;
- If it is decided that they can go back outside they will spend the remainder of their outdoor time with an adult in school;
- They will apologise to the victim;
- Child, with support will, 'shine a light on the behaviour'. This will involve restorative conversations structured by 'fix it files' and social stories as appropriate;
- Parents will be contacted by the school and invited in to discuss the incident with the class teacher.



Frequent and repeated incidents will result in a formal meeting with parents to devise an Individual Behaviour Plan. Depending upon the nature of the incidents it may also trigger a referral to external agencies for additional advice and support.

If the child continues to be unable to behave in manner which ensures their own safety and that of others then consideration will be given as to whether they are able to be outside without close adult supervision or with their peers.

If frequent and repeated incidents continue to occur despite the actions taken above then this may result in suspension or permanent exclusion depending upon the severity of the incidents. Please see below for further details on suspension and permanent exclusion.

In School Support

The school is aware that any physical altercation can be distressing for both the children involved and their parents. While the school will implement the above protocols to ensure the safety of victims it also has a responsibility to support the perpetrator to change their behaviours.

Therefore the school can provide the following support for children as appropriate:

Social Stories;
Sensory Circuits;
Individual Behaviour Plans;
THRIVE support from Mrs. Walker;
R Time programme;
Counselling;
Emotional Wellbeing and Behaviour Service support and advice.

Suspension and Permanent Exclusion

The ultimate sanctions held by the School are suspension and permanent exclusion.

Suspension is when a child is excluded from the School for a fixed period of time. A child may be suspended for one or more fixed periods (up to a maximum of 45 days in a School year).

Suspension will only be considered as a course of action when a child is placing ***either themselves or others at risk of serious harm***. Actions which could lead to suspension are:

- Assault against another pupil;
- Assault against an adult;



- Threatening behaviour towards another pupil (may be physical or verbal);
- Threatening behaviour towards an adult (may be physical or verbal);
- Racist language;
- Proven bullying of any kind: physical, homophobic, cyber etc;
- Abuse against sexual orientation or gender reassignment;
- Abuse relating to disability;
- Sexual misconduct (including sexual harassment, sexual violence or assault);
- Possession of drugs or other prohibited item;
- Possession, use of, or threat of use of an offensive weapon.

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Permanent exclusion is where a child is no longer allowed to attend School (unless the child is reinstated). Permanent exclusion is the final course of action and is only taken:

- In response to a serious or persistent breach of this policy;
- Where allowing a child to remain in School would seriously harm the education or welfare of the child or others such as staff or other children in School.

The final decision on whether to either suspend or permanently exclude is at the discretion of the Headteacher.

Further guidance on suspension and permanent exclusion is available from the Headteacher.

Restorative Practice

A restorative approach enables the school to resolve conflicts, improve behaviour and help children develop into well-rounded individuals. The principles of the restorative approach are based on an understanding and acceptance that conflict is due to or causes an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent further incidences of the same nature.

Restorative justice techniques are used to positively resolve conflict that arises in the classroom and playground in order to uphold a positive learning environment.

This should take the form of a coaching conversation. It should take place at the earliest opportunity, before the two parties are scheduled to meet again. These conversations can be supported by the use of a Fix it File with the children to enable them to 'shine a light' on their behaviour. The Fix it' File mirrors the restorative questions below with the use of helpful images.



Staff will use a script for these restorative conversations which they are comfortable with. An example of the script is:

- What has happened?
- Why did you make the choice to behave like that?
- What were you thinking / feeling at the time?
- Who has been affected by your actions?
- What needs to happen to make everything right?
- How can we do things differently in the future?
- Agree strategies, goals, targets for the future.

It is not the severity of the sanction but the certainty that restorative conversations take place that can make the difference in changing behaviour.

Fix It File

The "Fix It File" uses dual-coded 'Widgit' symbols, and is designed to help individuals, particularly children, process and communicate their feelings and actions following challenging situations. The framework provides visual aids to describe what happened, who was affected, the individual's thoughts and feelings, steps to resolve the issue, and how they feel afterwards, ultimately suggesting positive strategies for future similar situations. The clear, simple visuals aim to facilitate communication and problem-solving, making the process accessible and understandable. The resource is recommended to frame a restorative conversation for all children following a difficult incident or situation; it is a useful framework for all children but essential for those with SEND.

A copy of the Fix It File is in Appendix 1.

Individual Behaviour Plans

An Individual Behaviour Plan will be devised for children who do not respond to school procedures. This plan will be discussed and agreed with the pupil concerned and their parents, and progress will be reviewed.

The plan will identify the common behaviours which are an issue. It will contain agreed actions the child can take to prevent the behaviour occurring and also the consequences and sanctions should the behaviour occur. This will be discussed with the child on a regular basis and will be amended as necessary.

External Support

If a child is consistently unresponsive to school procedures for developing positive behaviour, initially the problem will be drawn to the attention of Mrs. F. O'Reilly, the



School's Special Educational Needs Co-ordinator (SENDCO). They will then speak to the child's parents and follow the appropriate procedures to involve the Emotional Wellbeing and Behaviour Support Service within the Local Authority or, alternatively, the SENDCO may wish to liaise with our Educational Psychologist, School Health or the Counselling Service.

Play and Lunch Time

If a child is doing something that they should not do, they will be encouraged to think about how they should be playing or what they should be doing. If they continue the unacceptable behaviour they will be asked to stand out for 2 minutes to reflect on what they have been doing and think how they can make their behaviour right. Should their behaviour continue, they will be asked to stand out for the remainder of their time outside. Their behaviour will be discussed with the Headteacher and their parents.

At times when it is felt that there has been a deterioration in standards of behaviour within a significant section of children during play and lunchtimes, all children may be spoken to by their class teacher or Headteacher.

Physical altercations outside will be dealt with in line with the section earlier in the policy.

Induction

New staff to the school will be given the staff handbook as well as appropriate training, advice and support by their Key Stage Co-ordinator.

If a colleague is experiencing difficulties with a particular child / group of children it is the responsibility of the Key Stage Co-ordinator to offer support, advice and encouragement.

Monitoring of the Policy

This will be carried out by:

- Senior Team to carry out monitoring;
- A named Academy Committee Member carrying out regular monitoring visits and reporting to the full Academy Committee. Consideration of this policy will also be given by any Academy Committee Member undertaking a visit to the School;
- Discussions at full Staff, Key Stage and Senior Management meetings;
- Discussions by the School Council;
- Pupil Interviews;
- Parental Questionnaire.



Support for Parents / Carers in Developing Children's Social, Emotional and Behavioural Skills

- As part of the School's Open Door Policy all staff are willing to talk to parents and give guidance and advice to help with behaviour management;
- Further advice can be obtained from the SENDCO / Headteacher who can meet with parents and make referrals to the School Health, Educational Psychology, Counselling, Emotional Wellbeing and Behaviour Service and the Parent Support Partner. All referrals are made with the agreement of parents / carers;
- School can facilitate access to a number of externally provided courses specifically for parents to support with behaviour strategies at home.
















Document Record

Version	Reason for Amendments/Update/Review	Date of Adoption by School	Date of next review
1.0	Policy written	01/09/2016	
2.0	Revision to remove LIST team references and to include Good to be Green and new Educational Psychologist	01/11/2017	
3.0	Revision to include Individual Behaviour Support Plan and revised School Rules	01/11/2018	01/11/2019
3.1	Reviewed	01/11/2019	01/11/2020
3.2	Addendum added in light of COVID-19 and the expanded opening of the School	06/06/2020	01/11/2020
3.4	Reviewed	08.09.2022	08.08.2023
3.5	Review with change of terminology and clarification around suspension and permanent exclusion	01.10.2023	01.10.2024
3.6	Review including additional information around restorative approaches and protocols for physical altercations	07.01.2025	06.01.2026













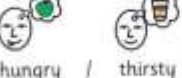



Appendix 1 – Fix It File

 broke something	 scribbled on something	 hurt an adult	 hurt a child	 was unsafe
 took my clothes off	 What happened?			 wasn't respectful
 swore				 wasn't ready
 didn't listen	 threw something	 ran off	 tore my work	 something different

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 me	 a friend	 a teacher	 a MDS	 my class
 my mum	 Who has been affected?			 other children
 my dad				 group
 my family	 people in the community	 animals	 my carer	 someone else

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 worried	 fidgety	 confused	 angry	 sad
 irritated	  <p>What were you thinking or feeling?</p>			 excited
 giggly				 distracted
 silly	 hungry / thirsty	 anxious	 scared	 something different







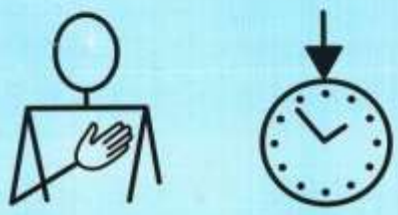








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 write it down	 write a letter	 talk to someone	 say sorry	 fix something
 get dressed	  <p>What needs to happen to put it right?</p>			 tidy up
 have thinking time				 clean something
 make a plan	 practise	 finish my work	 get energy out	 something different

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 sad	 sorry	 guilty	 ashamed	 scared
 good	 How do you feel now?			 worried
 happy				 unsure
 tired	 calm	 better	 okay	 something different

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 talk to an adult	 ask to go outside	 go to a calm space	 go for a run	 get a fidget toy
 physical checklist	 Next time I could...			 count to 10
 play with someone else				 walk away
 ask for help	 take deep breaths	 tell someone how I feel	 have a drink	 something different

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