

# Red Hill Field Primary School



## Behaviour Policy 2020 – 2021

This Behaviour Policy is reviewed annually. It was last reviewed and adopted by the Local Governing Body of Red Hill Field Primary School on 30<sup>th</sup> November 2020

*Our policy has been informed by:  
Teaching Walkthrus – Tom Sherrington and Oliver Caviglioli  
Running the Room – Tom Bennett  
When the adults change, everything changes – Paul Dix*

*It should be read in conjunction with the staff handbook – Everyday Excellence – where there is additional information about expectations and routines.*

At Red Hill Field our vision statement is:

**In our quest for everyday excellence we respect everybody; this enables us to learn and grow in harmony, resulting in academic and personal fulfilment.**

We have 3 values:

**Respect:** we are considerate to all people, places and property

**Harmony:** we learn together in a calm and peaceful environment

**Fulfilment:** we strive for everyday excellence in all that we are and all that we do

We believe that behaviour is curriculum. We explicitly teach our children how we expect them to behave. We invest the first week of the academic year teaching children what we expect based around our 3 core values. For example:

- Respect is putting your hand up to answer a question
- Harmony is being helpful, perhaps holding a door for someone
- Fulfilment is completing your work to the best of your ability

These are insisted on and enforced throughout the year. Teachers may 'reboot' behaviour expectations in their classrooms and around the school at any time that they feel children are not meeting our school expectations.

We always look for positive behaviour first and praise it. We value kindness in our interactions – it influences what we say, how we say it and our expectations of the children. It is possible to be strict at the same time as being warm, kind and caring. We use a tone of voice and body language that are firm but warm. Our communications ensure that children are valued and respected.



# PROMOTING GOOD BEHAVIOUR



STICKERS



POSITIVE FEEDBACK



WORK SHARED IN CLASS

HOUSE POINTS



POSITIVE EMAIL HOME



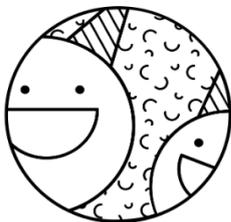
POSTCARDS FOR SCHOOL VALUES



ACHIEVEMENT TIME

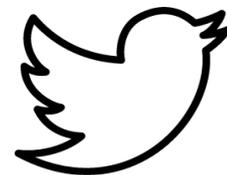


BADGES



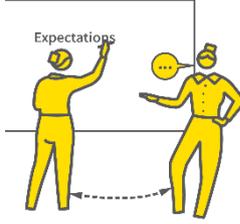
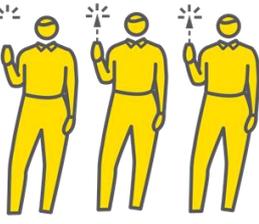
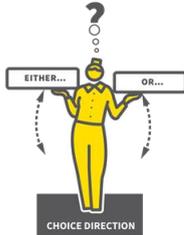
END OF TERM REWARDS

WORK SHARED ON TWITTER



## Behaviour and Relationships

At Red Hill Field, we believe it is essential that we create an environment in which all children and staff feel they belong and feel safe. This requires establishing appropriate learning-focused relationships where expectations are high, and everyone knows the routines and boundaries. All teaching staff have been trained in these techniques:

<p><b>Positive relationships</b> – relationships support the needs and rights of everyone in a classroom to feel safe, respected and valued; to feel they belong. They create conditions where students and teachers can focus on learning, free from distractions or emotional threats. Positive relationships are key in communicating trustable feedback that children will act on.</p> 	<p><b>Establishing expectations</b> – ‘You establish what you establish’ Bill Rogers. At Red Hill Field, staff have clear and consistent expectations and communicate them to pupils. They will reinforce their expectations and redirect, correct or challenge when necessary in order to promote and sustain high expectations.</p> 
<p><b>Signal, Pause, Insist</b> – We do not talk over children to gain their attention. We choose a signal and ensure that the children recognise it. We practise the signal, pause and affirm positive responses and insist through our use of body language, eye contact, scanning and where necessary a low-level reminder.</p> 	<p><b>Positive framing</b> – we affirm positive behaviour first. Where correction is needed, we frame it as a positive reinforcement ‘eyes, looking, ears listening’. We also give the benefit of the doubt ‘maybe you weren’t talking but I need eyes looking and listening now, thank you’ and we assume confusion over defiance ‘I wonder if...’</p> 
<p><b>Rehearse routines</b> - time is invested at the beginning of each academic year, to establishing the teaching of rules and routines. Throughout the term, where necessary, time is invested in refreshing our clear and consistent routines. Boundaries are clear and allow learning to be the focus.</p> 	<p><b>Choices and consequences</b> – teachers use the behaviour system effectively to secure excellent behaviour and children know the consequences involved. Where behaviour falls below expectations, teachers assert choices for children and clearly narrate the consequences of the behaviour. Consistency of sanction is more effective than severity.</p> 

Images from Teaching Walkthrus (John Catt Educational Ltd) © Tom Sherrington and Oliver Caviglioli 2020

## **When behaviour does not meet our expectations...**

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

We have behaviour management systems in each department which reflect the age and understanding of the children:

EYFS and Year 1 – we use a 'weather chart'. The children start on blue sky and can move up towards the 'pot of gold' by making positive behaviour choices or down to 'thunder and lightning' by making negative behaviour choices.

Years 2 and 3 – we have 3 step system. Children are given 2 warnings if they make negative behaviour choices. A third warning results in 5 minutes of their break time or lunchtime being lost.

Years 4, 5 and 6 – we have an achievement card. Children can earn 'achievement time' at the end of each day by making positive behaviour choices. Where negative behaviour choices are made, children lose a portion of their breaktime, lunchtime or achievement time in 5-minute blocks.

Appendix 1 exemplifies the levels within our whole school behaviour. Negative behaviour displayed at level 1 and level 2 will be managed within the department systems. Where negative behaviour reaches level 3 or 4, the approach will be bespoke to the child.

Appendix 2 details the text of behaviour letters to parents at different levels.

### **Individual Behaviour Plan**

Where children's behaviour choices cannot be managed within the whole school system, we will implement an individual behaviour plan (see Appendix 3). This is created to recognise the difficulties that a child has and provide both the child, and the staff that work with them, with support and strategies to be successful. The class teacher, behaviour mentor, support staff and SENDCo will be involved in designing the plan.

### **Pastoral Support Plan**

When an individual education plan has not been successful in supporting a child's behaviour, we will move them to a pastoral support plan. This is a school based intervention and is co-ordinated with the family to provide further support. It has precise and realistic outcomes and acts as a preventative measure for children at risk of exclusion. The class teacher, behaviour mentor, support staff and SENDCo will be involved in designing the plan.

### **Children with identified Special Educational Needs and Disabilities**

An individual behaviour plan or pastoral plan does not replace SEND provision. We will ensure that behavioural targets are incorporated into individual education plans and reflect appropriate approaches and strategies to support the additional needs. Where behavioural needs become a barrier to learning, a behavioural plan or pastoral support plan will be developed alongside their individual education plan.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

### **Outside agencies**

We will refer children who have an individual behaviour plan to the Inclusion Forum. A range of specialists such as the Educational Psychology Service, Autism Outreach Trust, Oakfield Specialist Provision and Children's Health Services attend these forums to give advice to support schools managing challenging behaviour.

### **Boxall Profile**

The Boxall Profile is an assessment designed to track the progress of cognitive development and behavioural traits. It is completed by the class teacher and we also ask parents to complete it. The results are analysed and used to inform intervention strategies.

### **Goodman's Strengths and Difficulties Questionnaire**

This screen is used to assess children's mental health and is completed by the class teacher and the child's parents. It asks questions related to emotional symptoms, conduct problems, hyperactivity/inattentiveness, peer relationship problems and prosocial behaviour. The results are analysed and used to inform intervention strategies.

### **Teamteach**

All members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Where a child is putting themselves or another person at risk, Teamteach restraint may be used. Teamteach is nationally recognised approach and we have trained members of staff in each department as well as senior leaders. All incidents using restraint are recorded in the Bound and Numbered book.

### **Expectations of parents and carers**

- Parents and Carers are expected to support the school by upholding the content of the Home-School charter (Appendix 3)

### **Expectations of the school and its staff**

- The school and its staff are expected to support the child and their family by upholding the content of the Home-School charter (Appendix 3)

### **Behaviour outside of school**

The school has the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable. This can be when the pupil is identifiable as a member of the school or when their misbehaviour could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the school's reputation.

This policy sets out our processes and procedures for promoting positive behaviour and managing challenging behaviour. No policy can cover every eventuality; if a situation is not covered by this policy, the headteacher will use their discretion and their decision is final.

## Appendix 1

### Negative Behaviour – Level 1 – Whole School Approach

#### Behaviour impacts mostly on the child's own learning

<b>Behaviour</b>	<b>Consequence – class teacher</b>
Not sitting on your chair when expected to	Positive framing
Not looking at the person speaking	Verbal reminder
Not listening and able to respond	Re-establish expectations
Talking when someone else is speaking	Signal, pause, insist
Not completing work to the best of your ability	Give choices Sanctions following department system Playtime/lunchtime used to restore relationship, complete unfinished work
<b>School Action</b>	
Reflect on Quality First Teaching provision – are the child's needs being met in the classroom	
Formal conversation between child and class teacher	
Discussion between class teacher, behaviour mentor, SENDCo, ELSA to determine future strategies	
Loss of time to be logged on Arbor	
Loss of time monitored and analysed (weekly, monthly, half termly, termly) by behaviour lead and behaviour mentor – discussion of findings with child and class teacher	
If more than 55 minutes is lost across a week – parents are notified – phone call from class teacher	
If 3 phone calls are made in a 6-week period send Level 1 letter and begin Level 2 school actions	

## Negative Behaviour – Level 2 – Whole School Approach

### Behaviour begins to impact on the learning of others

Behaviour	Consequence – class teacher
<p><b>Behaviour that exceeds beyond Level 1</b></p> <p>Leaving chair and moving around the classroom</p> <p>Needs several reminders to follow instructions but does comply</p> <p>Shouting out</p> <p>Refusal to complete work</p> <p>Name calling / unpleasant attitude towards others</p>	<p>Positive framing</p> <p>Verbal reminder</p> <p>Re-establish expectations</p> <p>Signal, pause, insist</p> <p>Give choices</p> <p>Sanctions following department system</p> <p>Playtime/lunchtime used to restore relationship, complete unfinished work</p>
<b>School Action</b>	
<p>Reflect on Quality First Teaching provision – are the child's needs being met in the classroom</p> <p>Formal conversation between child and class teacher / department leader / behaviour mentor</p> <p>Discussion between class teacher, behaviour mentor, SENDCo, ELSA to determine future strategies</p> <p>Loss of time logged on Arbor</p> <p>Loss of time monitored and analysed (weekly, monthly, half termly, termly) by behaviour lead and behaviour mentor – discussion of findings with child and class teacher</p> <p>Parents informed:            Letter home when 20 minutes are lost in a day            letter home when 55 minutes or more are lost across a week</p> <p>Once 3 letters have been sent, move to Level 3</p>	

## Negative Behaviour – Level 3 – bespoke to the child

### Behaviour has a significant impact on the learning of others and the school environment

Behaviour	Consequence – class teacher
<p><b>Behaviour that exceeds Level 1 and 2</b></p> <p>Leaving the classroom without prior agreement</p> <p>Refusal to engage with learning</p> <p>Refusal to follow instructions</p> <p>Causing significant disruption within the classroom or on the playground</p> <p>Walking away from the adult dealing with the behaviour</p> <p>Offensive name calling which may contain inappropriate language, homophobic or racist comments</p> <p>Bullying including cyberbullying</p>	<p>Immediate loss of privileges – break time, lunchtime, achievement time</p> <p>Where possible, child is removed from the environment for the remainder of the day (internal exclusion)</p> <p>Team Teach strategies may be employed to keep the child safe</p>
<b>School Action</b>	
<p>Reflect on Quality First Teaching provision – are the child's needs being met in the classroom</p> <p>Formal conversation between child and senior leader</p> <p>Discussion between class teacher, behaviour mentor, SENDCo, ELSA to determine future strategies – create Individual Behaviour Plan and share with parents (see Appendix 4)</p> <p>Boxall profile</p> <p>Strengths and difficulties questionnaire</p> <p>Engage ELSA support</p> <p>Referral to Inclusion panel</p> <p>Incident logged on Arbor</p> <p>Parents informed:</p> <p>20 minutes lost in one session (child has been asked to leave the classroom)</p> <p>Issue level 3 letter</p> <p>3 level 3 letters = Level 4</p>	

## Negative Behaviour – Level 4 – bespoke to the child

**Persistent behaviour has a significant impact on the learning of others and the school environment**

Behaviour	Consequence – class teacher
<p><b>Behaviour that exceeds Level 1, 2 and 3</b></p> <p>Creating an incident which puts themselves or others in danger</p> <p>Repeatedly leaving the classroom without prior agreement</p> <p>Causing deliberate physical harm to another person – child or adult</p> <p>Leaving the school site</p> <p>Verbal abuse towards a staff member</p> <p>Bringing a dangerous object to school</p> <p>Illegal behaviour</p>	<p>Immediate loss of privileges – break time, lunchtime, achievement time</p> <p>Where possible, child is removed from the environment for the remainder of the day (internal exclusion)</p> <p>Team Teach strategies may be employed to keep the child safe</p>
<b>School Action</b>	
<p>Parent meeting same day</p> <p>Formal conversation between child and senior leader</p> <p>Discussion between class teacher, behaviour mentor, SENDCo, ELSA to determine future strategies – review behaviour plan, create pastoral support plan</p> <p>Consider reduced timetable</p> <p>Boxall profile</p> <p>Strengths and difficulties questionnaire</p> <p>Engage ELSA support</p> <p>Referral to Inclusion panel</p> <p>Incident logged on Arbor</p> <p>Issue Level 4 letter</p> <p>3 Level 4 letters = 1 day fixed term exclusion. Each subsequent letter increases the length of the fixed term exclusion by 1 day. If a fixed term exclusion of 5 days is reached, permanent exclusion will be considered.</p> <p>Immediate Proportionate Fixed Term Exclusion for serious incident</p> <p>Permanent Exclusion</p>	

## **Appendix 2: Model Behaviour Letters**

### **Level 1 letter**

Dear \_\_\_\_\_,

In line with our school behaviour policy, you have received three phone calls from your child's class teacher. You will have been informed of the reasons why your child's behaviour has fallen below the high expectations we have at Red Hill Field.

Your child will now move to level 2 within our behaviour policy. We will review the provision made in school and continue to work in partnership with you and your child to support them to make the right choice.

Any future behaviour incidents will continue be logged and we will keep you informed of your child's progress.

Thank you for your continued support.

## **Level 2 (20 minutes lost in a day)**

Dear \_\_\_\_\_,

In line with our school behaviour policy, I am writing to notify you that \_\_\_\_\_ behaviour today has fallen below our expectations. The incident today was

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As a result of this incident, \_\_\_\_\_ has been spoken to by the department leader/behaviour mentor. They have lost their break/lunch/achievement time and been removed from their classroom.

## **Level 2 (55 minutes lost in a week)**

Dear \_\_\_\_\_,

In line with our school behaviour policy, I am writing to notify you that \_\_\_\_\_ behaviour continues to fall below our expectations. This week they have lost \_\_\_ minutes of their breaktime/lunchtime/achievement time as a result of their behaviour.

We will review the provision made in school and continue to work in partnership with you and your child to support them to make the right choice.

Any future behaviour incidents will continue be logged and we will keep you informed of your child's progress.

Thank you for your continued support.

## **Level 2 (final letter – move to Level 3)**

Dear \_\_\_\_\_,

In line with our school behaviour policy, I am writing to notify you that \_\_\_\_\_ behaviour today has fallen below our expectations. The incident today was

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As a result of this incident, \_\_\_\_\_ has been spoken to by a senior leader. They have lost their break/lunch/achievement time and been removed from their classroom.

This level of behaviour cannot be managed within our whole school system; \_\_\_\_\_ will be issued with an Individual Behaviour Plan which will be shared with you in due course to support them in future at school.

The school will complete a strengths and difficulties questionnaire and a boxall profile assessment to identify areas of their behaviour that require further support. We will also be making a referral to the Local Authority Inclusion Panel for specialist support.

If your child is issued with \_\_\_ further letters, they will be moved to the next level of behaviour support which may result in a fixed term exclusion. However, if their behaviour continues to escalate, a fixed term exclusion may be issued immediately.

Thank you for your support and for working in partnership with us to support your child to make the right choices.

### Level 3

Dear \_\_\_\_\_,

In line with our school behaviour policy, I am writing to notify you that \_\_\_\_\_ behaviour today has fallen below our expectations. The incident today was

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As a result of this incident, \_\_\_\_\_ has been spoken to by a senior leader. They have lost their break/lunch/achievement time and been removed from their classroom.

This is the \_\_\_ letter that has been issued. The outcomes of both the strengths and difficulties questionnaire and the boxall profile will be reviewed along with the advice from the Inclusion Panel. Your child's Individual Behaviour Plan will be amended and any necessary changes will be communicated to you.

If your child is issued with \_\_\_ further letters, they will be moved to the next level of behaviour support which may result in a fixed term exclusion. However, if their behaviour continues to escalate, a fixed term exclusion may be issued immediately.

Thank you for your support and for working in partnership with us to support your child to make the right choices.

### Level 3 (final letter – move to Level 4)

Dear \_\_\_\_\_,

In line with our school behaviour policy, I am writing to notify you that \_\_\_\_\_ behaviour today has fallen below our expectations. The incident today was

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As a result of this incident, \_\_\_\_\_ has been spoken to by a senior leader. They have lost their break/lunch/achievement time and been removed from their classroom.

This is the \_\_\_ letter that has been issued. The outcomes of both the strengths and difficulties questionnaire and the boxall profile will be reviewed along with the advice from the Inclusion Panel. Your child's Individual Behaviour Plan will be amended and any necessary changes will be communicated to you.

Your child will now be moved to the next level of behaviour support which may result in a fixed term exclusion. However, if their behaviour continues to escalate, a fixed term exclusion may be issued immediately.

Thank you for your support and for working in partnership with us to support your child to make the right choices.

## Level 4 letter 1

Dear \_\_\_\_\_,

In line with our school behaviour policy, I am writing to notify you that \_\_\_\_\_ behaviour today has fallen below our expectations. The incident today was

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As a result of this incident, \_\_\_\_\_ has been spoken to by a senior leader. They have lost their break/lunch/achievement time and been removed from their classroom.

This level of behaviour cannot be managed within our whole school system. \_\_\_\_\_ will be issued with a Pastoral Support Plan to assist them in future at school. We would like to invite you to a meeting to discuss this plan on \_\_\_\_\_ at \_\_\_\_\_.

This is the \_\_\_ letter that has been issued. If your child is issued with any further letters, these will be recorded and may result in a fixed term exclusion. However, if their behaviour continues to escalate, a fixed term exclusion may be issued immediately.

Thank you for your support and for working in partnership with us to support your child to make the right choices.

### Appendix 3 – Fixed Term Exclusion Letter

Dear \_\_\_\_\_,

I am writing to inform you of my decision to exclude \_\_\_\_ for a fixed period of one day. This means that he will not be allowed in school for this period. The exclusion begins on \_\_\_\_ and ends on \_\_\_\_\_. We expect \_\_\_\_\_ to be back in school on Tuesday 1<sup>st</sup> December 2020.

\_\_\_\_\_ has been excluded for this fixed period because

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show that there is reasonable justification for this.

We will take reasonable steps to set work for the duration of the exclusion and this will be sent to you.

On \_\_\_\_\_, please bring \_\_\_\_\_ to reception at \_\_\_\_ so that we can discuss with you and with \_\_\_\_ how we can ensure that he is successfully reintegrated into the classroom environment and can make the correct choices.

You have the right to make written representations about this decision to the local governing body. If you wish to make representations please contact Steve Orton, Chair of Governors, via the school office. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You may wish to contact ACE Education who run a limited advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time. Information can be found on their website: <http://www.ace-ed.org.uk/>

You may also find it useful to contact the Coram Children's Legal Centre which provides free legal advice and information to parents on education matters. The Centre can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/> The advice line is open from 8am to 6pm Monday to Friday, except Bank Holidays, and 24<sup>th</sup> December to the 1<sup>st</sup> January.

The Department for Education's statutory guidance on exclusions can be found at <https://www.gov.uk/government/publications/school-exclusion>

Yours sincerely

## Appendix 4 – Individual Behaviour Plan proforma

Situations I may find difficult	Behaviour I might display
<p>Entering the classroom:</p> <ul style="list-style-type: none"> <li>• At the beginning of the school day</li> <li>• After break time or lunch time</li> </ul> <p>Sitting in the classroom:</p> <ul style="list-style-type: none"> <li>• Listening for long periods of time</li> <li>• Staying seated on my chair</li> </ul> <p>Following adult instructions:</p> <ul style="list-style-type: none"> <li>• To follow school rules</li> <li>• To start/stop doing something</li> </ul> <p>Engaging in learning</p> <p>People saying unkind things to me</p>	<p>Refusal to enter</p> <ul style="list-style-type: none"> <li>• Taking myself away to another area</li> <li>• Hiding</li> <li>• Not making verbal responses</li> <li>• Shouting at staff</li> </ul> <p>Leaving the room</p> <ul style="list-style-type: none"> <li>• Walking around the indoor environment at will</li> <li>• Walking around the outdoor environment at will</li> </ul> <p>Running away from adults</p> <p>Attempting to leave the school site</p> <p>Becoming fixated on other children who I feel violated by</p>
Strategies to help me avoid difficult situations	How you can help me manage my behaviour
<p>Let me come in earlier/later</p> <p>Let me work in a different area</p> <p>Give me a countdown/timer so that I can prepare</p> <p>Break tasks down for me – now and next</p> <p>Give me choices</p> <p>Help me build relationships with people – different break time with a small group</p>	<p>Use a calm voice</p> <p>Reassure me that I am safe</p> <p>Use the language of emotional coaching</p> <p>Give me clear boundaries – tell me what I need to do</p> <p>Limit the number of words you use</p> <p>Keep me in sight so I know you are there</p> <p>Use Team teach strategies if I am not safe</p> <p>Call my parents</p> <p>Arrange for me to go home for lunch</p>

Appendix 5 – Pastoral Support Plan

PASTORAL SUPPORT PLAN

WEEK COMMENCING:

Name of pupil		Date of Birth	
Class		Year Group	
Date of meeting			
ATTENDING:			

Areas of concern
•

Support already in place
•

TARGET 1	
•	
TARGET 2	
•	
TARGET 3	
•	

ADDITIONAL ACTIONS TO BE TAKEN	When	By whom?

Future Meetings:	
AGREED BY	Signature
Parent –	
Red Hill Field -	

\*Please attach current Individual Behaviour Plan