

# Behaviour Policy

## Heathlands School



### **Policy Review**

This policy will be reviewed in full by the Resources Committee on 3.3.20.

**Next Review (every 2 years) due March 2022.**

Signature ..... Date .....  
Co-Head Teacher

Signature ..... Date .....  
Governor

## **Heathlands School - Behaviour Policy**

The Education Act 1998 requires schools to have clear policies which promote good behaviour. Procedures should be in place which secure an acceptable standard of behaviour, promote self-discipline, proper regard for authority and respect for others.

Our Behaviour Policy is the system and ethos which aims to create the conditions for an orderly working atmosphere and environment where effective learning can take place. Pupils are encouraged to accept and recognise responsibility for their own actions and the consequences of their decisions.

Successive Ofsted inspections have described the behaviour of pupils at Heathlands as “exemplary” and “very good”. In order to maintain this high standard we recognise the importance of working in partnership” with parents and encouraging their full co-operation and support.

We also recognise the importance of placing greater emphasis on positive reinforcement of good behaviour. This will be in the form of encouragement and praise in order to value, reinforce and reward good or improved behaviour, achievement and/or effort in school work .

### **Strategies to Support Good Behaviour**

All children and young people are expected to adhere to an agreed code of conduct; the Heathlands Charter. This is based on the principal that with rights come responsibilities it gives a code of conduct for stakeholders in the Heathlands School Community. (*appendix 1*)

Appropriate behaviour will also be reinforced through

- The delivery of well planned lessons which motivate and engage pupils
- An appropriate school environment
- Personal mentoring by class teachers and form tutors
- Peer mentoring
- Enrichment opportunities which allow pupils to develop leadership and responsibility
- A system of clear expectations and consequences (WoW, Appendix 3)

Praise can be given in many ways and might include the following:

- Words of praise, “spoken” or written.
- Good effort and attainment grades shown on work
- Feedback in the student planner/ home school book
- Recognition e.g. by letter home, reward certificate or mention in assembly
- Awarding of house points

### **House Points**

House points are the whole school system of rewarding pupils. A house point may be earned for:

- Exemplary behaviour or conduct
- Exceptional helpfulness at school
- Three pieces of good work
- A single exceptional piece of good work
- Sustained improvement e.g. behaviour, work ethic or achievement
- Good or improved communication skills
- Achievement of personal targets
- Good attendance

- Good progress on the Accelerated Reading Scheme
- Correct Uniform

## **Dealing with inappropriate behaviour**

Our aim is to use positive reinforcement to achieve an ethos within the school whereby the use of sanctions becomes increasingly unnecessary. It is however recognised that from time to time positive reinforcement may prove unsuccessful in maintaining an acceptable standard of behaviour. In such cases the use of sanctions may be necessary.

Under the Teachers' Standards it is the expectation that all teachers manage behaviour effectively to ensure a good and safe learning environment.

- It is expected that Teachers will maintain professional control
- Teachers will establish their personal authority by seeing disciplinary issues through

A clear policy of recommended action also assists in discouraging staff from bypassing earlier sanctions and thus a "next step" should be available to more senior staff who might otherwise be left with no room for manoeuvre.

The school uses Herts Steps. All staff working directly with children have Step-on training which advises on the underlying issues impacting on pupils' behaviour and gives strategies for de-escalation. Some staff working with targeted pupils also have Step-up training which covers restraint techniques. Two members of Heathlands' staff are Steps trainers.

## **Sanctions**

Sanctions are put in place to give pupils a clear message that their actions are unacceptable. They are most likely to be accepted by pupils if clearly understood and consistently applied. However teachers will exercise their professional judgement and a degree of flexibility in relation to the age, understanding and circumstances of the individual child involved.

Where possible the aim is to avoid a situation where a pupil rapidly reaches more serious levels of sanctions; therefore two clear warnings should be given before moving onto the next stage of a formal sanction.

Sanctions are explained to students under the "WoW" approach as consequences.

### **1/ Detentions**

These will be given by teachers for

- a) Missed homework
- b) Timewasting including lateness for lessons

Detentions will be managed by the teacher giving them. They will be recorded using a red ink stamp in the pupils' homework diary giving a reason which can then be seen by form tutors and parents. The detention will escalate in time and or frequency if the pupil fails to do it.

In the case of Lower school a "detention" is likely to take the form of sitting outside the staffroom to complete work during break time.

### **2/ School Service**

Pupils who show disrespect for others in the school community e.g. rudeness/ defiance to staff, damage to property around school etc. will be given school service as a sanction.

This will involve them “paying back” the school community by doing something to help others. Tasks will be carefully chosen to ensure they are safe and not likely to encourage further inappropriate behaviour. The following are examples rather than an exclusive list.

- Litter collection
- Clearing the dining room after lunch
- Clearing up chewing gum
- Cleaning the inside of the school vehicles
- Sorting out the greenhouse/ plant pots

### **3/ Missed Outings**

Children and young people who have persistently behaved inappropriately risk being withdrawn from off-site activities. In some cases it may not be deemed safe for them to be involved.

If a significant off site activity is being planned all pupils must be warned that those who display persistent bad behaviour will not be allowed to participate.

### **4/ Concerns**

Concerning behaviour is now logged within the SIMs database and is matched to the WOW procedures. This allows those responsible for pastoral care to easily see any concerns logged by other staff members. It also allows for easy analysis of concerns for individuals and groups.

For serious concerns at levels 3 and 4 the SIMs system will generate letters home to inform parents / carers of the issue and the actions taken. Copies of these letters are also retained on the pupil's file.

### **5/ White Slips –Lower School**

In lower school most behavioural issues will be effectively managed by class teachers. White slips will be issued for significant behavioural problems. Being given a white slip is in itself usually sufficient deterrent for pupils however in exceptional circumstances other sanctions as outlined can be used though modified to suit the age of the child involved.

### **Individual Behaviour Planning**

All pupils have personal development targets in their annual reviews. These are converted into child friendly language and for upper school students stuck in their student planners. Lower school teachers will display these in the classroom and in pupils' individual targets.

Where a pupil does not respond to the routine behaviour structures more targeted intervention will be planned. Some students have social emotional and mental health needs which result in some challenging behaviours. The school has a strategy for managing more challenging behaviours as outlined in Appendix 4.

**A Positive Behaviour Plan** “My plan” will be drafted and shared amongst all those working with the child. It will be consistently applied by the whole team and shared with Heath House staff, parents and carers. Children whose behaviour is a cause for concern will be added to the behaviour watch list.

**A Risk Management Plan** will be drawn up where there is a concern about risk to self or others. This will identify the probable cause of the behavioural difficulties and outline strategies to minimise risk.

Where behavioural issues relate to sexual misconduct a focused Risk Management plan (RAMP) will be implemented.

In some cases it will be necessary to seek the advice of outside agencies e.g. Educational Psychologist, CAMHS, Behaviour Support Teams or Education Support Centres. Advice from such referrals will be incorporated into individual planning.

Behaviour review meetings are held half termly when the Co-Head Teachers and pastoral lead teacher and behaviour mentors review any pupils whose behaviour is a concern, consider the effectiveness of interventions and make recommendations for further actions.

It is recognised that poor behaviour in some deaf children can stem from a limitation in the normal range of social interaction that hearing children encounter and as a result of communication difficulties e.g. when parents are unable to sign and therefore communicate effectively with their children. Deaf children need to develop a range of coping skills to deal with their difficulties and frustrations. Pupils are encouraged and given opportunities to discuss their feelings in both formal and informal school settings.

### **Exclusions**

Excluding a child from learning activities is a serious sanction and should not be used routinely. The purpose is to ensure the safety of other member of the school community, to ensure the learning of other pupils is not disadvantaged and to give the young person who is being excluded time to reflect on their inappropriate conduct. There are three different levels of exclusions; internal exclusion, fixed term exclusion and permanent exclusion.

#### **Internal Exclusion**

Internal exclusions may be given by any member of senior staff. This sanction can be appropriately used where a pupil's behaviour in lessons is defiant, rude and abusive thus negatively impacting on the learning of others and undermining the teachers authority and ability to maintain good order. Pupils on internal exclusion will be restricted to a quiet room where they will be supervised by support staff. Pupils on internal exclusion will not be allowed to mix with their peers during breaks or lunchtimes for the duration of the exclusion.

#### **Fixed Term Exclusion**

Fixed term exclusions may be given by the Co head teachers for one off serious offences or for persistent problems where the young person has failed to respond to other behaviour intervention strategies.

Where violence is involved exclusion will always be considered. Thought will be given to the individual circumstances in each case including the age and understanding of the pupil involved and past disciplinary history.

#### **Permanent Exclusion**

This sanction will only be used in very exceptional circumstances when all other avenues of support and intervention have failed. Wherever possible if a child is at risk of permanent exclusion this will be brought to the attention of the parents/carers and placing Local Authority and an agreed move to a more appropriate placement sought.

## **Resident Pupils**

It is important that there is consistency of approach between Heath House and classroom staff , however behavioural issues should not be “carried over” into Heath House and vice versa as a matter of course.

## **Allegations against staff**

If a student makes an allegation against a staff member the appropriate procedures will be followed in line with the school’s child protection policy. If the allegation made by the student is found to be deliberately false and malicious appropriate action will be taken, in making this decision the school will consider the individual circumstances of the case, the age and understanding of the pupil involved.

## **Related Policies and Procedures**

Staff will take account of the following when managing issues of pupils’ behaviour and will ensure appropriate records are kept. (*Staff will take note of the flowchart - appendix 2* )

- Anti-Bullying
- Physical Intervention
- Accident and Incident reporting procedures
- Safeguarding
- Staff Code of Conduct

### Students agreed Code of Conduct - The Heathlands Charter

#### **We believe**

- Everyone is equal
- Everyone is important
- Everyone can be different

#### **We want**

- To stop bullying
- Everyone to feel safe
- Everyone to enjoy school
- A nice school environment

#### **We will**

- Stand up for what we know is right
- Be honest
- Work together and not leave anyone out
- Be respectful and responsible
- Not judge others
- Respect other people's belongings
- Look after the school environment

# Accident and Incident reporting procedures

## Appendix 2

Knowledge/ Awareness of accident/ injury/ violent incident/ near miss

### NON EMPLOYEES

- Pupils
- Visitors to site
- Parents

#### Accident / Injury

**Minor** – no injury e.g. Fell over in playground and needed TLC

Record in the accident book  
Inform parents.

**Major**- More significant first aid required OR Near Miss (potential for serious injury)

Record and report to LA HCC via online HCC - Solero Accident Report (Retain a copy on site)  
Inform Parents  
Inform Line manager

#### Incident

**Violence** (Pupil on pupil minor fight)

Record as an incident in SIMS  
Inform parents + line manager

**Serious Violent Incident / significant injury**

Report to HCC via online – Solero

Violent Incident report  
Inform parents + line manager

**Incident involving bullying**

Record in Bullying file.  
Inform parents + line manager

**Incident involving racist or homophobic elements**

Record as incident in SIMS or bullying file highlighting nature of concern - Inform parents + line manager

### EMPLOYEES

(includes part time, temporary or a self employed person working on site)

#### Accident/ Injury (Minor and Major)

Record and report via online HCC – Solero

Accident report  
(retain a copy on site).

Inform line manager

#### Violent Incident

Record and report via online HCC – Solero

Violent Incident report  
(retain a copy on site).

Inform line manager

#### Near Miss

Report and record via online HCC –Solero

(retain a copy on site)

Inform line manager

**Line manager** - Identify if injury/accident is RIDDOR reportable see also

[www.hse.gov.uk/pubns/edis1.pdf](http://www.hse.gov.uk/pubns/edis1.pdf) e.g.

- Non employee is taken straight from site to hospital.
- Accident / injury attributable to the condition, design or maintenance of premises or equipment or as a result of inadequate arrangements for supervision.
- **Fatality** notify HSE immediately by telephone **0845 3009923**.
- **All other reportable incidents** Report to HSE via their online system as soon as possible and within 15 days of the incident.  
<http://www.hse.gov.uk/riddor/what-must-i-report.htm>

**Line manager** - Identify if also RIDDOR reportable.

- Injury results in death, hospital admittance for 24 hours, unconsciousness, inability to conduct normal work duties for over 7 days (including weekends)
- **Fatality or Major incident to employee** Notify HSE immediately by telephone **0845 3009923**.
- **Minor incidents (Over 7 day injury)** Report to HSE via their online system as soon as possible and within 15 days of the incident  
• <http://www.hse.gov.uk/riddor/what-must-i-report.htm>

- **Accident Data needs to be kept for at least three years after the accident if the person is above the age of eighteen. If the person who has had the accident was under the age of eighteen then the accident records have to be kept until they are 21.**



# Heathlands WOW Factor – Upper School

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## Applying the WOW Factor

- We establish a whole school ethos which expects good behaviour.
- We develop an effective set of classroom rules and routines.
- We teach and agree these rules and routines with students.
- Students learn the skills and attitudes they will need to carry them out.
- When students work within the rules and routines we apply our system of praise and rewards.
- We teach students our system of consequences if they fail to follow our rules and routines.

## Working on Work

1. Arrive on time, in an orderly manner.
2. Remove outdoor clothing and get all essential equipment ready for the lesson.
3. Listen carefully when your teacher is talking.
4. Cooperate with your classmates. Help, do not distract.
5. Raise your hand if you wish to speak to the teacher.
6. Be polite and respectful to your teacher and fellow students.
7. Complete all classwork to the best of your ability.
8. Record all homework in your planner and complete on time.
9. At the end of your lesson leave your work area tidy.

# Behaviour for Learning

## Respect



I watch if the teacher or another student is speaking

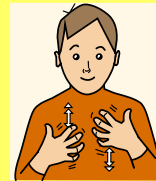
I help other students in class

I am polite

I arrive for lessons on time.

I wear the correct school uniform

## Motivation



I want to learn and try my best in class

I praise and support other students

I revise for tests and examinations

I try to improve my work and correct any mistakes.

# Behaviour for Learning

## Responsibility



I bring equipment  
and books to lessons

I work hard to finish  
home learning

I work hard to finish  
my work in class

I ask for help if I  
need it

I behave well in class

## Attitude

I am ready to learn

I concentrate in  
class

I try new things










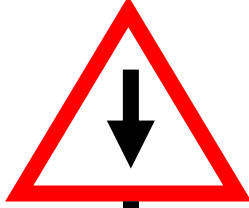
I share equipment

I try my best

I do not give up

Level	Behaviour
1	<ul style="list-style-type: none"> <li>• Lateness to lesson or registration.</li> <li>• Failure to bring materials e.g. pen.</li> <li>• Disrupts lesson e.g. distracts other students, talking, not working, inappropriate comments, etc.</li> <li>• Failure to complete homework.</li> <li>• Failure to wear correct uniform including blazer and tie.</li> <li>• Possession of prohibited items including hats worn inside building</li> <li>• Eating and drinking in class or the corridors.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Persistently late to lessons (2 or more occasions)</li> <li>• Persistent failure to bring materials (2 or more occasions).</li> <li>• Continues to fail to complete homework.</li> <li>• Continues to disrupt lesson e.g. distracting students, talking, not working.</li> <li>• Damage to another student's property.</li> <li>• Persistently fails to wear correct uniform.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Persistently late to registration (2 or more occasions).</li> <li>• Continues to be late to lessons after detention.</li> <li>• Continues to fail to bring materials after detention.</li> <li>• Persistently fails to complete homework.</li> <li>• Failure to attend break or lunchtime detention.</li> <li>• Still continues to disrupt lesson.</li> <li>• Graffiti.</li> <li>• Truancy.</li> <li>• Bullying.</li> <li>• Swearing at another student.</li> <li>• Deliberate damage to school property.</li> <li>• Misuse of ICT facilities.</li> </ul>
4 Major Consequence	<ul style="list-style-type: none"> <li>• Rudeness to staff e.g. argues.</li> <li>• Offensive behaviour e.g. swears at a member of staff.</li> <li>• Defiant behaviour e.g. refuses to move, follow instructions.</li> <li>• Theft.</li> <li>• Serious bullying incident.</li> <li>• Possession of an item/weapon likely to cause harm to another.</li> <li>• Aggressive behaviour towards another student.</li> <li>• Offensive graffiti.</li> <li>• Intolerant behaviour e.g. racist, homophobic.</li> </ul>

# Working on Work

Level	Consequences		
1	 WARNING	 NAME RECORDED BY STAFF (PINK SLIP)	
2	 DETENTION	 SCHOOL SERVICE	
3	 Empathy Task	 CONCERN FORM ISSUED	 Banned from off-site activities
4 Major Consequence.	 Behaviour Contract with CPSO	 INTERNAL EXCLUSION	 EXCLUSION FROM SCHOOL

# Heathlands WOW Factor – Lower School

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## Applying the WOW Factor

- We establish a whole school ethos which expects good behaviour.
- We develop an effective set of classroom rules and routines.
- We teach and agree these rules and routines with pupils.
- Pupils learn the skills and attitudes they will need to carry them out.
- When children work within the rules and routines we apply our system of praise and rewards.
- We teach children our system of consequences if they fail to follow our rules and routines.

## Working on Work

1. Walk properly through school in a class line with an adult at the front.



2. Remove outdoor clothing and get ready to learn quickly



3. Watch and Listen carefully when your teacher is talking.



4. Cooperate with your classmates. Help, do not distract.



5. Raise your hand if you want to speak to the teacher.



6. Be polite and respectful to your teacher and other children.



7. Try your best with your learning activities.



8. Give in all your home learning on time.



9. At the end of your lesson leave your table tidy.





# My learning



## Respect



I watch staff



I watch other people

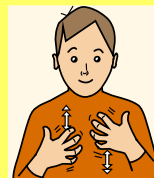
I help other people



I am polite



## Motivation



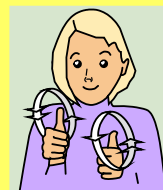
I like to learn



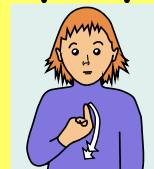
I keep trying



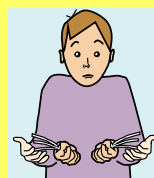
I praise others



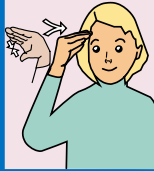
I will try by myself



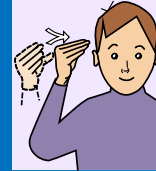
I accept mistakes







# My learning



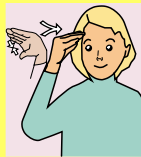
## Responsibility



I get my equipment



I do my home learning



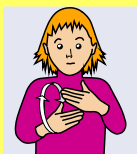
I finish my classwork



I ask for help



My behaviour is safe

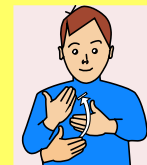
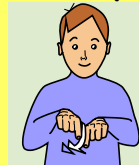


## Attitude

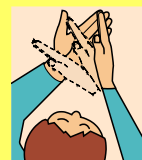
I'm ready to learn



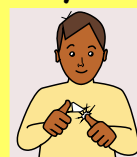
I will try new things



I will share




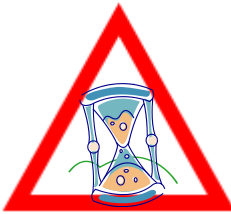
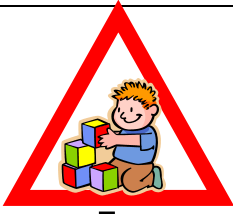







I will try my best



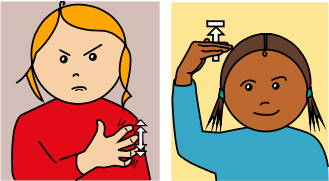




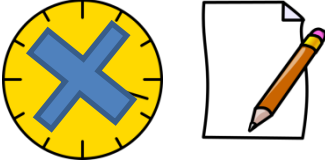
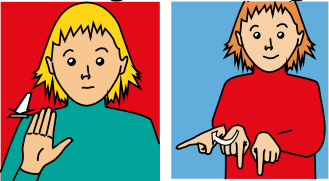
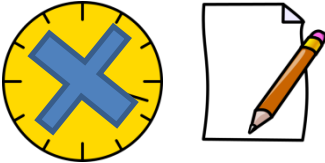
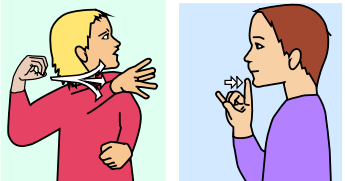

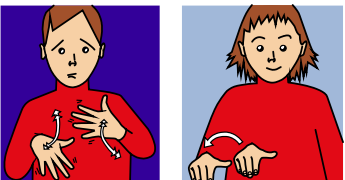

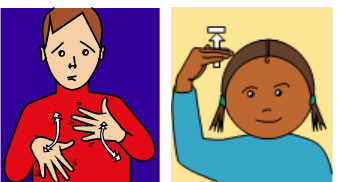

# Working on Work

Level	Behaviour
1	<ul style="list-style-type: none"> <li>• Wasting time at the start of lessons.</li> <li>• Disrupts lesson e.g. distracts other children, talking, not working, inappropriate comments, etc.</li> <li>• Ignoring staff when they ask you to do something</li> <li>• Failure to complete home learning.</li> <li>• Bringing objects to school which should be left in a bag or drawer (toys)</li> <li>• Getting a drink during lesson without an adult's permission.</li> <li>• Making deliberate noises during lessons.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Persistently wasting time at the start of lessons (2 or more occasions)</li> <li>• Continues to disrupt lesson e.g. distracting children, talking, not working.</li> <li>• Teasing other pupils</li> <li>• Continues to ignore staff requests.</li> <li>• Continues to fail to return home learning.</li> <li>• Damages another child's property or classroom equipment.</li> <li>• Walking around during lesson time without permission.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Continues to waste time in lessons after a consequence.</li> <li>• Persistently fails to return homework.</li> <li>• Failure to follow a consequence.</li> <li>• Graffiti.</li> <li>• Leaving lessons without permission.</li> <li>• Bullying.</li> <li>• Swearing at another student.</li> <li>• Deliberate damage to school property.</li> <li>• Misuse of ICT facilities.</li> <li>• Rudeness to staff e.g. argues.</li> </ul>
4 Major Consequence	<ul style="list-style-type: none"> <li>• Offensive behaviour e.g. swears at a member of staff.</li> <li>• Defiant behaviour e.g. refuses to move, follow instructions.</li> <li>• Theft.</li> <li>• Possession of an item/weapon likely to cause harm to another.</li> <li>• Aggressive behaviour towards another student.</li> <li>• Intolerant behaviour e.g. racist, homophobic.</li> </ul>

# Working on Work

Level	Consequences
<div data-bbox="140 436 264 607">1</div>	<div data-bbox="414 369 659 701">  <p>WARNING</p> </div>
<div data-bbox="124 777 264 974">2</div>	<div data-bbox="411 745 700 1050">  <p>Time out.</p> </div> <div data-bbox="799 723 1182 1070">  <p>5 minutes off golden time.</p> </div>
<div data-bbox="124 1153 264 1350">3</div>	<div data-bbox="272 1140 539 1543">  <p>Empathy Task</p> </div> <div data-bbox="547 1140 812 1554">  <p>Detention</p> </div> <div data-bbox="821 1140 1104 1509">  <p>White slip</p> </div> <div data-bbox="1112 1140 1383 1532">  <p>Behaviour chart</p> </div>
<div data-bbox="132 1606 253 1776">4</div> <p>Major Consequence.</p>	<div data-bbox="376 1559 636 1924">  <p>INTERNAL EXCLUSION</p> </div> <div data-bbox="644 1559 911 1935">  <p>Banned from off-site activities</p> </div> <div data-bbox="919 1581 1185 1957">  <p>EXCLUSION FROM SCHOOL</p> </div>

## Actions and consequences

Action	Consequence
<b>Rude to staff</b> 	<b>Golden time off</b> 
<b>Ignoring staff</b> 	<b>Golden time off</b> 
<b>Swearing</b> 	<b>Golden time off OR white slip</b> 
<b>Pushing or kicking</b> 	<b>Golden time off OR white slip</b> 
<b>Throw things at people</b> 	<b>Exclusion</b> 
<b>Hurt children</b> 	<b>Exclusion</b> 
<b>Hurt staff</b> 	<b>Exclusion</b> 

## Heath House WOW Factor

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### Applying the WOW Factor

- We establish a whole school and Heath House ethos which expects good behaviour.
- We develop an effective set of Heath House rules and routines
- We teach and agree these rules and routines with students
- Students learn the skills and attitudes they will need to carry them out
- When students work within the rules and routines we apply our system of praise and rewards
- We teach students our system of consequences if they fail to follow our rules and routines

# Rights and Responsibilities

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Staff will treat you fairly, will help and advise you and will help you feel safe and happy in Heath House.

You should be polite and respectful to staff at all times.

You can go out freewalking if you have permission.

You should arrive at Heath House on time after school and sign yourself in, get permission from staff, sign yourself out and make sure you are back on time. You earn this right if you can behave appropriately in Heath House.

Staff and teachers will be available to help you at homework time and you can use computers if you need to.

Be ready to start homework at 4:00pm; making sure you have everything you need. Complete any homework/revision tasks and work to the best of your ability during homework club, use the computers appropriately.

Dinner is at 5:00pm and you are able to use the kitchen in the evening.

You should be ready to go to dinner at 5:00pm, eat and behave appropriately when in the dining room. When using the dining room and kitchen, please clean up after yourself.



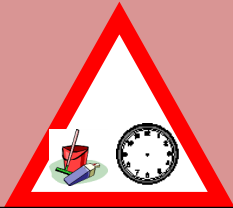
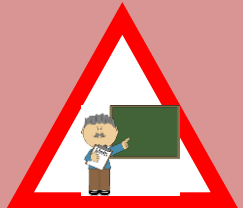






Staff will help to organise activities and will provide some games or equipment of your choice.

You should get changed out of your school clothes immediately after dinner, ready for evening activities. You should contribute your ideas of activities and should try to commit and participate if you have agreed to.

You are given some freedom, independence and choice in Heath House.

To earn this you should follow and accept the agreed Heath House expectations. These include bedtime rules, doing your daily job, being ready for school on time, tidying up after yourself and leaving your bedroom tidy.

Level	Behaviour
<div data-bbox="175 421 317 658">1</div>	<p>A student will be deemed to be at Level 1 if they meet the majority of the following criteria:</p> <ul style="list-style-type: none"> <li>• Late back from school/freewalking.</li> <li>• Failure to sign in on arrival at Heath House.</li> <li>• Disruption at homework time e.g. lateness, distracts other students, talking, not working, inappropriate comments, not having correct things needed, etc.</li> <li>• Late to dinner time.</li> <li>• Refusal to get changed from school clothes.</li> <li>• Disregard of Heath House routines e.g. bedtimes, daily jobs, inappropriately dressed for school, leaving bedroom messy, etc.</li> <li>• Possession of prohibited items including hats worn inside building at homework or dinner time.</li> <li>• Eating and drinking in classrooms or common rooms.</li> <li>• Lack of respect to staff and peers.</li> </ul>
<div data-bbox="175 864 317 1102">2</div>	<p>A student will be deemed to be at Level 2 if they persistently meet the criteria for Level 1 as well as the majority of the following:</p> <ul style="list-style-type: none"> <li>• Persistently meet the criteria of Level 1 (2 or more occasions).</li> <li>• Low level damage to another student's or school property.</li> <li>• A deliberate action towards another that may cause offence or be deemed as low level teasing.</li> <li>• Encouraging others in a negative way e.g. manipulating others or situations, gossiping with the intent of stirring trouble, etc</li> </ul>
<div data-bbox="175 1220 317 1458">3</div>	<p>A student will be deemed to be at Level 3 if they meet the criteria for Level 2 as well as the majority of the following:</p> <ul style="list-style-type: none"> <li>• Graffiti.</li> <li>• Bullying (including being part of a group who persistently tease an individual).</li> <li>• Threatening without intent of following through with threats.</li> <li>• Offensive language towards another student or staff member.</li> <li>• Deliberate, high level damage to another student's, school or staff property.</li> <li>• Misuse of all Heath House facilities e.g. kitchen, ICT suite, common rooms, buses, etc.</li> </ul>
<div data-bbox="175 1563 317 1800">4</div> <p data-bbox="159 1839 336 1917">Major consequence</p>	<p>A student will be deemed to be at Level 4 if they meet the criteria for Level 3 as well as the majority of the following:</p> <ul style="list-style-type: none"> <li>• Rudeness to staff e.g. arguing, swearing, offensive signing, body language, confrontational/physical/threatening behaviour.</li> <li>• Defiant behaviour e.g. refuses to move, follow instructions</li> <li>• Theft</li> <li>• Serious bullying incident</li> <li>• Possession of an item/weapon likely to cause harm to another</li> <li>• Aggressive behaviour towards another student</li> <li>• Offensive graffiti</li> <li>• Intolerant behaviour e.g. racist, homophobic</li> </ul>

Level	Consequences
<div data-bbox="156 293 296 533">1</div>	<div data-bbox="497 203 730 566">   Warning </div> <div data-bbox="887 203 1268 566">   Issue recorded in pupil log and daily debrief </div>
<div data-bbox="156 651 296 891">2</div>	<div data-bbox="424 595 842 943">   Extra job or early bedtime at staff discretion </div> <div data-bbox="975 595 1219 943">   School staff informed </div>
<div data-bbox="156 1025 296 1265">3</div>	<div data-bbox="371 981 687 1335">   Empathy Task where appropriate </div> <div data-bbox="746 981 1011 1335">   Early bedtime </div> <div data-bbox="1062 981 1378 1335">   Banned from activities and parents informed </div>
<div data-bbox="156 1417 296 1657">4</div> <p data-bbox="137 1727 316 1809">Major consequence</p>	<div data-bbox="400 1406 668 1809">   Behaviour Contract with CPSO </div> <div data-bbox="730 1406 999 1727">   Grounding </div> <div data-bbox="1078 1406 1358 1771">   Exclusion from school </div>

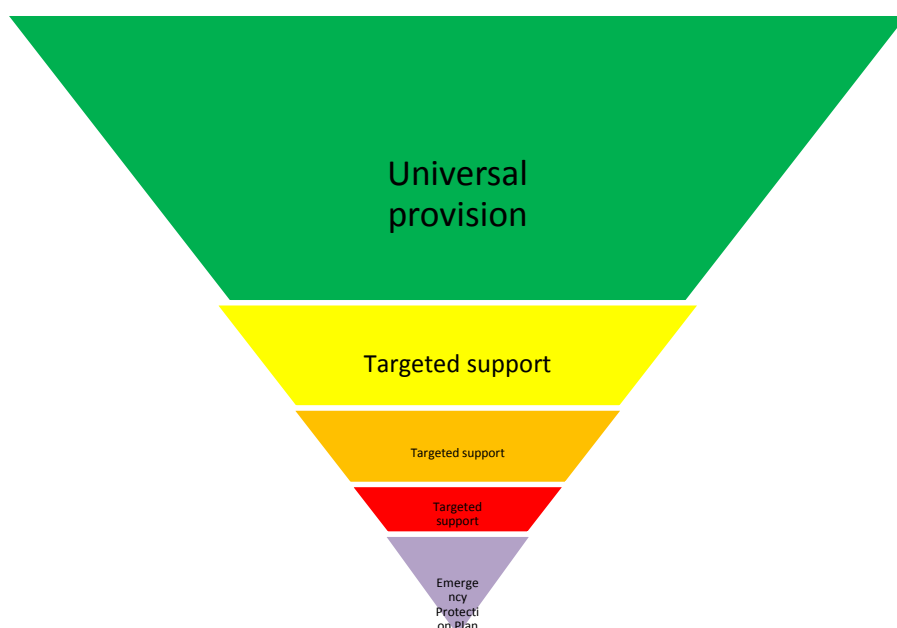


## Support for students with SEMH resulting in challenging behaviour

### Key principles:

- Appropriate, socially acceptable and safe behaviour should be expected without exception.
- All staff are working together with the shared team aim of supporting pupils. Staff recognise the importance of establishing good relationships. They will model the behaviour we wish to see including the willingness to reflect and learn from mistakes.
- Staff will understand the reasons behind why some children have challenging behaviour but will not excuse it. Any negative language will be directed at the unacceptable behaviour rather than the child.
- Focus of approach must be on developing skills of self-control in pupils and their ability to make the right decisions. Our approach is not about pupils doing as they are told because they are scared. If only behaving if scared in one lesson/ with one person pupils might then be even worse in the next lesson.
- There will be a focus on consequences not sanctions, clearly understood and displayed e.g. WOW. Incidents of unacceptable behaviour will be followed up by all. If pupils don't accept lower level consequence it gets "upped" therefore crucial that there is a staged approach so that referral to SLT is seen as significant
- Staff will focus on a formula of **Calm > Reflect > Repair > Restore** to help pupils identify what's gone wrong, learn from mistakes, see others' viewpoint then make amends
- Small positive steps will be identified and encouraged because to improve children need to develop their self- worth. Rewards for the majority will link in to house rewards and enrichment activities
- SIMs will be used for logging concerns and for analysis
- Adapted curriculum will be considered. Any learning needs and other underlying issues contributing to poor behaviour will be explored.

**Planning** - A tiered approach to identification, planning and procedures will be adopted.



**Universal provision** is the general behaviour policy and applicable to all students. For the vast majority of pupils this is effective. This will include:

- Wow Procedures
- Tutor support and mentoring
- House Points
- Classroom expectations
- Uniform Code
- On report
- Consistent implementation of Charlie Taylor's list "getting the small things right"
- PSHE lessons
- Effective communication with parents

**Targeted support** will be in addition to the above for the few pupils who have identified needs. Planning will be pupil focused thus responsive to individual needs. Targeted support might include:

- Individual Behaviour Plan and use of CSD to monitor progress
- Response of calm > reflect > repair
- Nurture
- CAMHS involvement
- Adapted curriculum
- Regular team review
- Regular parental contact
- Planned involvement of LINKS behaviour support team
- Intervention of other specialist agencies
- Good co-ordination and consistency amongst staff
- Risk Assessment and risk management
- Planned use of focus room
- Consideration of and plan for restraint if appropriate
- Emergency protection plan

Targeted support can be offered at three levels depending on the pupil's needs as assessed against the criteria below. Progress and impact of interventions are reviewed half termly in a step up or step down approach.

Level of concern	Criteria
<b>Yellow</b>	<ul style="list-style-type: none"> <li>- Repeated breaches of normal behaviour expectations</li> <li>- Behaviour frequently WOW level 3 and occasionally level 4</li> <li>- IBP in place</li> <li>- Very self negating/exhibiting low self esteem</li> <li>- Flagged up in termly reviews/ pupil progress meetings</li> <li>- Significant disruption to learning in some lessons</li> <li>- Occasional but significant outbursts/incidents</li> <li>- Dismissive of some staff</li> </ul>

Orange	<ul style="list-style-type: none"> <li>- Occasional violence towards peers</li> <li>- Threatens or is violent towards staff</li> <li>- Behaviour frequently WOW level 4</li> <li>- Internal exclusion regularly required</li> <li>- Risk of absconding</li> <li>- Significant disruption to learning across the curriculum</li> <li>- Targeting vulnerable students/ grooming peers</li> <li>- Dismissive of most staff</li> </ul>
Red	<ul style="list-style-type: none"> <li>- Known risk of violence</li> <li>- Has had fixed term exclusions</li> <li>- At risk of permanent exclusion</li> <li>- Needs not being met as interventions are not having positive impact</li> <li>- Daily examples of WOW Level 4 behaviour</li> <li>- Concerns persistently at high level and/or increasing</li> <li>- Children and Parents expressing fear and concern</li> <li>- Emergency protection plan deemed necessary</li> <li>- Police involvement likely as risk he/she cannot be kept safe in school</li> </ul>

**An Emergency Protection Plan** will be drafted in order to respond to the rare and extreme outburst of a pupil which is so severe other members of the school community are at risk. Where predicted this will form part of the planning for an individual child in which case this will be documented and discussed with parents in advance.

- Emergency response detailing action and personnel involved. This will include a procedure for protecting others in the school community in case the child becomes violent.
- Vulnerable areas will need to be considered e.g. Nursery, astroturf and playground can be made safe and secure
- To look at closing the school gates and ensuring perimeter security
- Agreement to isolate violent children out of the building and prevent re-access other than to the agreed safe “calm down” space (focus room)
- Procedure for informing parents and staff debrief
- Recommendation at what level police are involved

## **Premises**

To consistently apply the school's approach of Calm > Reflect > Repair > Restore, a designated space (the Focus Room) is used here this can happen safely. Many pupils will comply and willingly engage in the reflection process however it is recognised some pupils who exhibit extreme anger will struggle to do so. From the focus room it is not be possible for the pupil to re-enter the main part of school. Re-entry can only happen when staff are confident the child is calm, safe, has demonstrated an understanding of the behaviour and made amends.

The Focus Room is equipped with:

- 2 exits outside but no access to other parts of the school

- Secure furnishings
- Any non-secure furnishings to be lightweight and unbreakable
- Items shut in locked cupboards
- Designated spaces for calming, reflecting then engaging in repair activities
- Minimal distractions
- Good communication to summon additional help – use of walki-talkies by senior staff
- A range of activities/resources which can be used by the Behaviour Mentor to support calming and reflection