

# Behaviour Policy

## Heathlands School



### Policy Review

This policy will be reviewed in full by the Governing Board.

The policy was agreed by the Full Governing Body on 1.7.24.

**Next Review due July 2025.**

Co-Headteachers Signature:		Date: 15.5.24
Governor Signature:		Date: 15.5.24

# Heathlands School - Behaviour Policy

## Values and Vision statement.

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. Heathlands has a therapeutic approach to behaviour that values the prosocial behaviours and feelings of everyone in the school community. We believe that prosocial experiences create prosocial feelings of all individuals. We aim for students to internalise prosocial behaviours and participate, contribute and achieve independent of external control and dependant on student motivation.

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 is 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.

## Universal Provision.

Prosocial behaviour is behaviour which is helpful, values school acceptance and upholds the school values and ethos.

At Heathlands prosocial behaviour includes but is not limited to:

- Respectful communication to all
- Eye contact
- Gaining attention appropriately
- Cooperation
- Sharing
- Turn taking
- Helping

## Strategies to Support Prosocial 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 and summarises the code of conduct for stakeholders in the Heathlands School Community (Appendix 1).

Prosocial behaviour is taught and modelled through:

- The delivery of well-planned lessons which motivate and engage pupils.
- Positive relationships with staff and students and exceptional role models.
- Personal mentoring by class teachers and form tutors.
- Student Leaders.
- Enrichment opportunities which allow pupils to develop leadership and responsibility.

- Recognising and rewarding valued behaviours. The expectation is that at least 1-2 students are rewarded with house points per lesson.
- A system of clear expectations and consequences (WoW, Appendix 3).
- Activities and reflections with class/form tutors.

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

- Words of praise, verbal/signed or written.
- Good effort and attainment grades shown on work.
- Feedback in the student planner/ home school book/ Arbor.
- Recognition e.g. by email home, reward “shout out” in assembly.
- Awarding of house points.
- Exceptionality awards.
- Rewards trips.

### **House Points**

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

- Exemplary behaviour or conduct.
- Positive attitude.
- Excellent effort or resilience.
- Exceptional helpfulness at school.
- 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.
- Consistent/improved attendance.
- Positive progress on the Accelerated Reading Scheme.
- Correct Uniform.

### **Teaching of Prosocial Behaviours**

As well as rewarding positive behaviours, pro-social behaviours are taught to pupils through PSHE lessons, reflection times, assemblies, mentoring, communication time and modelling by staff and student leaders. The prosocial behaviours chart has been developed with input from students to support an emphasis on “do” rather than “do not” (WoW, Appendix 3).

### **Supporting all Learners**

Our aim is to use positive reinforcement to achieve an ethos within the school whereby the use of consequences 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 consequences may be necessary. All staff and pupils are to follow the WoW strategy for arranging consequences when needed.

The school uses Hertfordshire Therapeutic Thinking strategy. All staff working directly with children have Therapeutic Thinking training which advises on the underlying issues impacting on pupils’ behaviour and gives strategies for de-escalation. Two members of Heathlands’ staff are Therapeutic Thinking trainers. Two staff also have additional Step-up training which covers safe restraint techniques should the need ever arise.

### **Key points**

- We follow the **Therapeutic Thinking** approach to managing behaviour.
- We **teach prosocial behaviours** to support an emphasis on “do” rather than “do not”.
- We **praise and reward** pupils consistently.
- Where consequences are needed we follow the **WoW procedures**.

### **Consequences**

Consequences are put in place to give pupils to support pupils to learn and understand the impacts of their behaviour. Staff should follow the WoW strategy outlined in Appendix 3. This allows for a consistent approach but with a degree of flexibility in relation to the age, understanding and circumstances of the individual child involved. The aim is always that the consequence teaches prosocial behaviour rather than “punishes”. A consequence should be chosen that will support the pupil to learn and develop pro-socially.

Where possible the aim is to avoid a situation where a pupil rapidly reaches more serious levels of consequences; therefore, one clear warning should be given before moving onto the next stage of a formal consequence.

#### **1/ Detentions**

Detentions may be given by teachers as a natural consequence for certain behaviours at Level 2 and Level 3 on the WoW procedure. For example, missed homework or lateness to lesson will lead to the need to stay behind to catch up the work.

Detentions are to be managed by the teacher giving them. They should be recorded on Arbor under the “behaviour follow up” section. Detentions are usually to be completed during school hours at break or part of lunch time. Pupils should be given adequate time to use the toilet and eat lunch as required. Pupils with additional needs such as ADHD should also be given time to have a movement break before returning to lessons. After school detentions are not generally possible due to taxi pick up times. However, on occasions a specific arrangement might be made in agreement with a parent and pastoral staff.

In Upper School form tutors should monitor pupils’ behaviour on Arbor. Where there is a pattern of a number of detentions received they will work with the pupil, their parent and leadership to resolve the issues proactively to avoid the need for repeated detentions.

#### **2/ School Service**

School service may be considered a natural consequence to teach pupils following an incident. For example, pupils who have shown disrespect through damaging property may receive a consequence to help repair or tidy the damage done.

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.

- Cleaning up graffiti.
- Cleaning the inside of the school vehicles.
- Sorting out the greenhouse/ plant pots.

### 3/ Withdrawal of privileges

Aligning with our therapeutic approach, positive experiences are used to build positive feelings and therefore create positive pro social responses. We do not associate bribery (the threat of withholding a desirable experience) with a therapeutic and positive mode of behaviour support.

Outings and experiences are only missed as a protective consequence on occasions where a student's behaviour shows that they cannot be trusted to be involved safely and therefore it is not safe for them to attend. In these situations, consequences to teach and support the pupil to develop the right skills should be put in place with the aim to support them to be able to be involved again in the future.

#### Key points

- Consequences should teach prosocial behaviour rather than "punish".
- Consequences may be "**natural consequences**" e.g. staying behind to catch up on work OR
- "**Protective consequences**" e.g. missing out on an activity until they can learn to be involved safely.

### 4/ Concerns

Concerning behaviour should be logged on the Arbor 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 analysis of concerns for individuals and groups.

For serious concerns at level 4 parents/carers will be informed by class/form teachers or pastoral staff.

Form tutors and pastoral staff should monitor Arbor behaviour regularly and keep in regular contact with parents and carers and update them where needed. Form and class teachers should aim to communicate regularly about positives and achievements for each pupil as well as updating them about concerns. In Upper School this can include assembly "shout outs" which are emailed home. Where children have an allocated social worker this information is also passed on.

### 5/ White Slips –Lower School

In lower school most behavioural issues will be effectively managed by class teachers. White slips will be issued for more serious behaviour incident. Being given a white slip is usually a sufficient deterrent for pupils however in exceptional circumstances additional consequences may be used with care and thought to suit the age and ability of the child involved (follow the WoW procedures, Appendix 3).

### **Anti social behaviour.**

Anti social behaviour is defined as behaviour that causes harm to an individual, group, community or environment.

Heathlands recognises there is a spectrum of anti-social behaviour which can be low level, difficult and dangerous. We also recognise that all children are different and identify our introverted and extroverted learners.

Heathlands staff have training lead by Therapeutic Thinking tutors on conscious and subconscious behaviours, staff work hard to identify areas of anxiety for the child in order to promote pro social behaviours. The staff team recognise all pupils are different and collate responses that minimises risk to the school community whilst promoting prosocial behaviour.

### **Individual Behaviour Planning**

All pupils have personal development targets in their annual reviews. These are converted into child friendly language and are discussed with students by form teachers and mentors.

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.

Individual behaviour plans are 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. 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. Individual Behaviour Plans (IBPs) must be followed by all those working with the child including Heath House staff.

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

Children whose behaviour is a regular cause for concern will be additionally monitored on the pastoral behaviour watch analysis. Behaviour review meetings are held regularly with Co-Head Teachers and pastoral staff and/or assistant SENCO to 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.

#### **Key points**

- Teachers should communicate regularly with parents about positives and achievements as well as concerns.
- Individual Behaviour Plans (IBPs) must be followed by all those working with the child including Heath House staff.

## **Exclusions**

Excluding a child from learning activities is a serious consequence and should not be used routinely. The purpose is to ensure the safety of other members 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 consequence 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 teacher's authority and ability to maintain good order. Pupils on internal exclusion will work in a different room from their class where they will be supervised by staff and supported to reflect on their behaviour. 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 offence 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 behaviour history.

### **Permanent Exclusion**

This consequence will only be used in very exceptional circumstances when all other avenues of support and intervention have not resulted in improved behaviour. Wherever possible if a child is at risk of permanent exclusion this will be brought to the attention of the parents/carers, governors and placing Local Authority and an agreed move to a more appropriate placement sought.

## **Residential 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.

## **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 should take note of the flowchart - Appendix 2).

- Anti-Bullying.
- Reducing the need for physical intervention.
- Accident and Incident reporting procedures.
- Safeguarding.

- Child protection.
- Staff Code of Conduct.
- Searching and confiscation policy.

### **Key points**

- Behavioural issues should not be “carried over” into Heath House and vice versa
- Staff will take account of the other relevant policies when managing issues of pupils’ behaviour and will ensure appropriate records are kept.



# Appendix 1

## 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

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

## NON EMPLOYEES

- Pupils
- Visitors to site
- Parents

## EMPLOYEES

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

### 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 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 on Arbor  
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 Investigation.  
Inform parents + line manager  
**Incident involving racist or homophobic elements**  
Record as incident on Arbor and bullying inv if needed  
- Inform parents + line manager

### 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.**

Level	Pro Social Behaviour
1	<ul style="list-style-type: none"> <li>• Eye contact.</li> <li>• Smile.</li> <li>• Giving Greetings (Good Morning, How are you? Etc.)</li> <li>• Saying please and thank you.</li> <li>• Acknowledging others.</li> <li>• Making a friend.</li> <li>• Tidying up after yourself.</li> <li>• Lining up calmly.</li> <li>• Wearing correct uniform with pride.</li> <li>• Reporting issues.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Helping.</li> <li>• Cooperation.</li> <li>• Sharing with others.</li> <li>• Developing friendships.</li> <li>• Consoling a friend.</li> <li>• Picking up something dropped by a friend.</li> <li>• Being able to work with a partner.</li> <li>• Hold doors open for others.</li> <li>• Tidying up after a friend.</li> <li>• Giving a compliment or encouragement.</li> <li>• Encouraging others to do the right thing.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Showing an understanding of why cooperating is important.</li> <li>• Volunteer.</li> <li>• Work through conflicts.</li> <li>• Maintain friendships.</li> <li>• Including a peer in a group game or activity.</li> <li>• Consoling a peer in need.</li> <li>• Picking up something dropped by others.</li> <li>• Showing delight at the achievement of others.</li> <li>• To be able to work in a small group.</li> <li>• Tidying up after anyone.</li> <li>• Letting others go first.</li> </ul>
4	<ul style="list-style-type: none"> <li>• To be able to make friends and socialise with a range of people.</li> <li>• Donating time to others.</li> <li>• Being able to work in a large group.</li> <li>• To be able to comfort others.</li> <li>• To show empathy to others.</li> <li>• To show feelings of concern for others.</li> <li>• To complete intentional acts that benefits another person.</li> <li>• To be motivated by concern for the needs of others over self.</li> <li>• Support others to work through a conflict.</li> </ul>

# Heathlands WOW Factor – Upper School

---

## 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

## 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













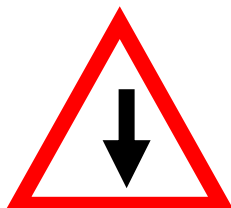

I share equipment

I try my best

I do not give up

Level	US 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, e</li> <li>• Failure to complete homework.</li> <li>• Homework not completed to the required standard.</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> <li>• Fails to follow social distancing or safety instructions.</li> <li>• Ignores an instruction from staff.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Persistently late to lessons (2 or more occasions).</li> <li>• Walks out of lesson without permission.</li> <li>• Inappropriate behaviour during break or lunch.</li> <li>• Overly physical behaviour.</li> <li>• Not being in a designated place at break or lunch.</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> <li>• Continues to fail to follow social distancing or safety instructions.</li> <li>• Lack of respect to peers or staff.</li> <li>• Continues to ignore an instruction from staff.</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 after detention.</li> <li>• Walks out of lessons and refuses to return.</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> <li>• Deliberate or malicious failure to follow social distancing or safety instructions.</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>• Aggressive behaviour towards staff.</li> <li>• Offensive graffiti.</li> <li>• Intolerant behaviour e.g. racist, homophobic, gender discrimination.</li> <li>• Sexual harassment e.g. telling sexual stories or jokes, making lewd comments, making sexual remarks about clothes and appearance, unwanted sexual comments and messages.</li> <li>• Sexual Violence e.g. forcing sexual activity without consent, sexual assault, rape</li> <li>• Using a phone in school without permission.</li> </ul>

# Upper School

Level	Consequences			
<div style="background-color: yellow; display: flex; align-items: center; justify-content: center; width: 40px; height: 40px; margin: 0 auto;">1</div>	 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">WARNING</div>	 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">APOLOGY GIVEN</div>		
<div style="background-color: orange; display: flex; align-items: center; justify-content: center; width: 40px; height: 40px; margin: 0 auto;">2</div>	 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">DETENTION</div>	 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">TIME OUT</div>	 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">SCHOOL SERVICE</div>	 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">FORM TUTOR REPORT</div>
<div style="background-color: pink; display: flex; align-items: center; justify-content: center; width: 40px; height: 40px; margin: 0 auto;">3</div>	 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">EMPATHY TASK</div>	 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">SCHOOL SERVICE</div>	 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">PROTECTIVE CONSEQUENCE</div>	 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">RESTORATIVE JUSTICE MEETING</div>
<div style="background-color: cyan; display: flex; align-items: center; justify-content: center; width: 40px; height: 40px; margin: 0 auto;">4</div> <p style="font-size: small; margin-top: 5px;">Major Consequence.</p>	 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">CONTRACT WITH HEAD</div>	 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">INTERNAL EXCLUSION</div>	 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">EXCLUSION FROM SCHOOL</div>	 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">POLICE CONTACTED</div>

There is some flexibility for setting consequences based on the age, cognitive and language ability of a pupil in discussion with the pastoral lead or senior staff. For example a pupil with additional Special Educational Needs may have an empathy task or social story for a Level 4 consequence. The aim is always that the consequence teaches prosocial behaviour rather than "punishes". A consequence should be chosen that will support the pupil to learn and develop pro-socially.

# Heathlands WOW Factor – Lower School

---

## 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

### Working on Work

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



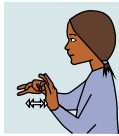
2. Remove outdoor clothing and get ready to learn quickly



3. Watch and Listen carefully when a staff member is talking.



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



5. Raise your hand if you want to speak to a member of staff in the classroom.



6. Be polite and respectful to all staff and all other children.



7. Try your best with your learning activities.



8. Give in all your home learning on time.

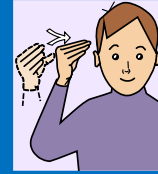


9. At the end of your lesson leave your table tidy.

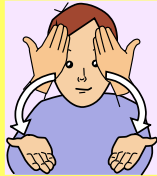




# My learning



## Respect



I watch staff

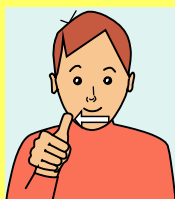


I watch other people

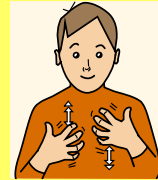
I help other people



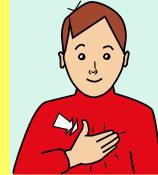
I am polite



## Motivation



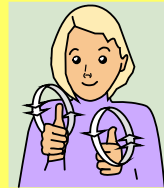
I like to learn



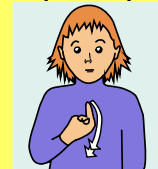
I keep trying



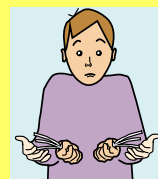
I praise others



I will try by myself

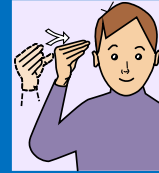


I accept mistakes





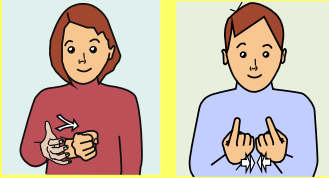
# My learning



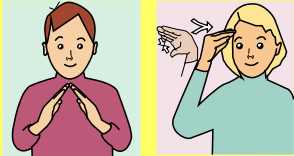
## Responsibility



I get my equipment



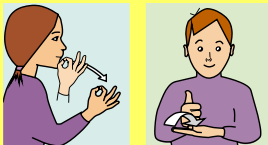
I do my home learning



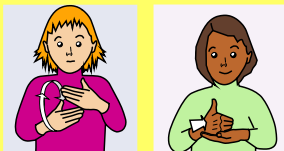
I finish my classwork



I ask for help



My behaviour is safe

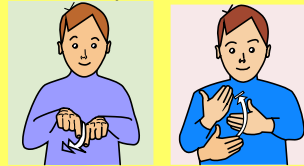


## Attitude

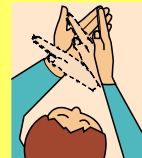
I'm ready to learn



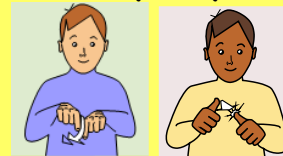
I will try new things



I will share



I will try my best





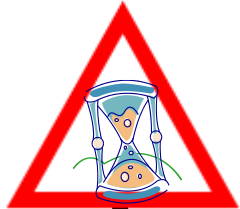
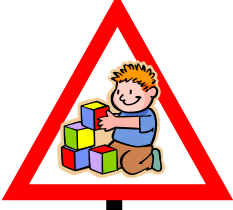







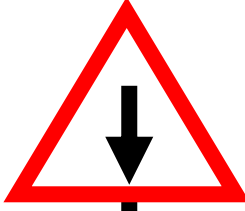
Level	LS Behaviour
1	<ul style="list-style-type: none"> <li>• Wasting time at the start of lessons.</li> <li>• Disrupts lesson e.g. distracts other children, talking, not working, inappropriate comments, etc.</li> <li>• Ignoring staff when they ask you to do something.</li> <li>• Not completed home learning.</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 not completed home learning.</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>• 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>• Aggressive behaviour towards staff.</li> <li>• Intolerant behaviour e.g. racist, homophobic, gender discrimination</li> <li>• Inappropriate touch or comment.</li> <li>• Forcing someone to do something they don't want to do.</li> <li>• Using a phone in school without permission.</li> </ul>

The listing on Arbor has the additional wording to clarify meaning to staff. It was not considered appropriate to include this additional wording on classroom posters in Lower School.

#### **Level 4**

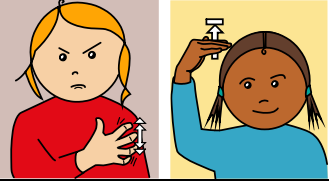




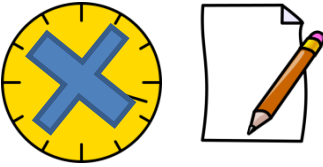
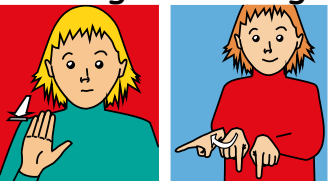
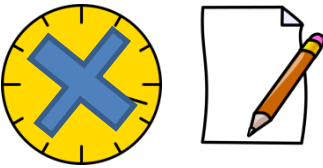
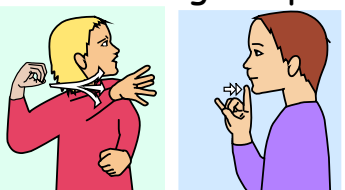

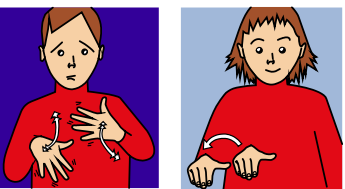

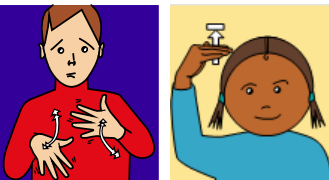

- Inappropriate touch or comment (e.g. telling sexual stories or jokes, making lewd comments, making sexual remarks about clothes and appearance, unwanted sexual comments and messages)
- Forcing someone to do something they don't want to do (including acts of a sexual nature).

# Lower School

Level	Consequences			
1	 WARNING		 APOLOGY GIVEN	
2	 TIME OUT		 5MIN OFF GOLDEN TIME	
3	 EMPATHY TASK	 DETENTION	 WHITE SLIP	 BEHAVIOUR CHART
4  Major Consequence.	 INTERNAL EXCLUSION	 PROTECTIVE CONSEQUENCE	 WHITE SLIP	 EXTERNAL EXCLUSION

There is some flexibility for setting consequences based on the age, cognitive and language ability of a pupil in discussion with the pastoral lead or senior staff. For example a pupil with additional Special Educational Needs may have an empathy task or social story for a Level 4 consequence. The aim is always that the consequence teaches prosocial behaviour rather than “punishes”. A consequence should be chosen that will support the pupil to learn and develop pro-socially.

Example actions and consequences. Visual chart for pupils:

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

# Heath House WOW Factor

---

## 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

---

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 free walking 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.












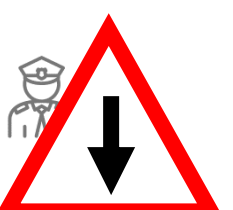

You should get changed out of your school clothes immediately after dinner, ready for evening activities. You should contribute your ideas of activities and should try to commit and participate if you have agreed to.

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	HH Behaviour
1	<ul style="list-style-type: none"> <li>• Late back from school or free walking.</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>• Ignores an instruction from staff.</li> <li>• Disregard of Heath House routines e.g. bedtimes, daily jobs, inappropriately dressed for school, leaving bedroom untidy, etc.</li> <li>• Possession of prohibited items at homework or dinner time.</li> <li>• Failure to take responsibility to complete homework.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Persistently late back from school or free walking.</li> <li>• Low level damage to someone else's belongings.</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> <li>• Lack of respect to peers or staff.</li> <li>• Continues to ignore an instruction from staff.</li> <li>• Overly physical behaviour.</li> <li>• Refusal to complete homework or dishonesty around homework.</li> <li>• Continues to disrupt at homework time e.g. lateness, distracts other students, talking, not working, inappropriate comments, not having correct things needed, etc.</li> <li>• Taking a phone onto the pupil corridor.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Persistently late to registration (2 or more occasions).</li> <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> <li>• Persistently taking a phone onto the pupil corridor.</li> <li>• Misuse of ICT facilities.</li> </ul>
4 Major Consequence	<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, gender discrimination.</li> <li>• Sexual harassment e.g. telling sexual stories or jokes, making lewd comments, making sexual remarks about clothes and appearance, unwanted sexual comments and messages.</li> <li>• Sexual Violence e.g. forcing sexual activity without consent, sexual assault, rape</li> <li>• Inappropriate use of personal phone or Heath House ICT (e.g. viewing pornographic material, online fraud etc.)</li> </ul>

# Heath House

Level	Consequences			
1	 WARNING	 RECORDED IN LOG & DAILY DEBRIEF		
2	 TIME OUT	 EXTRA JOB	 EARLY BED	
3	 EMPATHY TASK	 EARLY BED	 PROTECTIVE CONSEQUENCE	 RESTORATIVE JUSTICE MEETING
4  Major Consequence.	 CONTRACT WITH HEAD	 LONGER TERM PROTECTIVE CONSEQUENCE	 EXCLUSION FROM HH	 POLICE CONTACTED

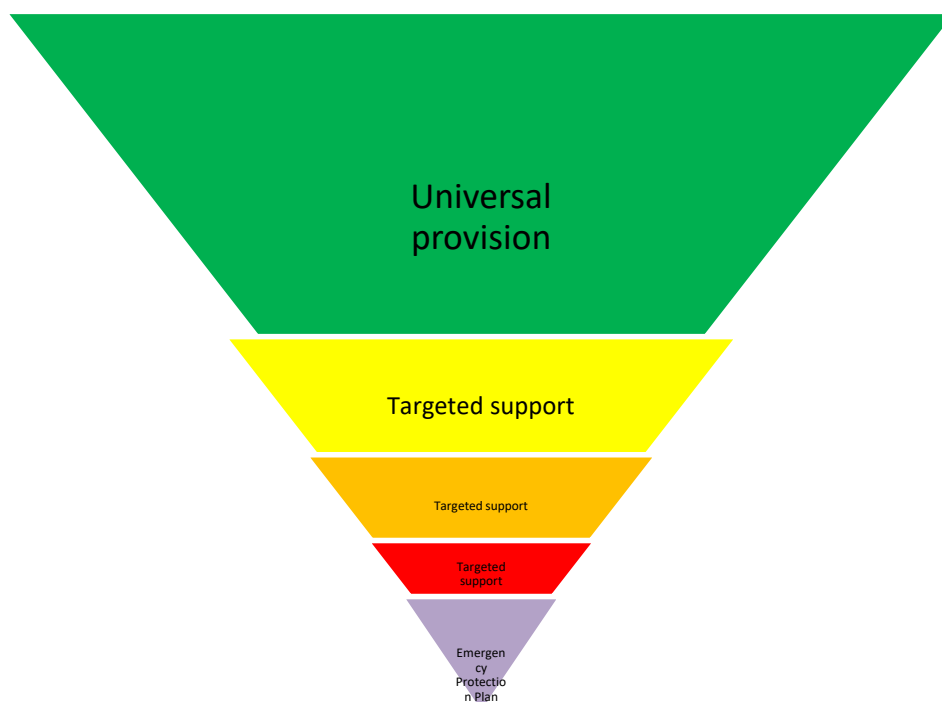
There is some flexibility for setting consequences based on the age, cognitive and language ability of a pupil in discussion with the pastoral lead or senior staff. For example a pupil with additional Special Educational Needs may have an empathy task or social story for a Level 4 consequence. The aim is always that the consequence teaches prosocial behaviour rather than “punishes”. A consequence should be chosen that will support the pupil to learn and develop pro-socially.

## 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.
- The 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 a child behaves in one lesson/ with one person out of fear pupils then this may cause a decline in behaviour in the next lesson.
- There will be a focus on consequences not sanctions, clearly understood and displayed e.g. WoW posters in each class. 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 to support progress through developing self-worth. Rewards for the majority will link in to house rewards and enrichment activities
- Arbor 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 through the Therapeutic Thinking graduated response.

**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
- Behaviour 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
- Response of calm > reflect > repair
- Mentoring/counselling
- 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
- 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>
<b>Orange</b>	<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

- Known risk of violence
- Has had fixed term exclusions
- At risk of permanent exclusion
- Needs not being met as interventions are not having positive impact
- Daily examples of WOW Level 4 behaviour
- Concerns persistently at high level and/or increasing
- Children and Parents expressing fear and concern
- Emergency protection plan deemed necessary
- Police involvement likely as risk he/she cannot be kept safe in school

**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
- Procedure for informing parents and staff debrief
- Recommendation at what level police are involved

## Prohibited items

The following items should never be brought into school:

- weapons, including pen knives.
- alcohol.
- illegal drugs.
- stolen goods.
- tobacco products, including cigarettes, vapes or e-cigarettes.
- pornographic images (of any kind, e.g. tabloid topless pictures as well as extreme adult material).
- fireworks.
- anything that has been, or is likely to be, used to cause injury or commit an offence.
- sharp scissors (rounded end school scissors are permitted unless it has been excluded on an individual behaviour plan for a child's safety).

The school doesn't need your child's consent to search them if they think your child has prohibited items. These items can be confiscated and if necessary, passed on to the police.

### Mobile phones

It is recognised that many Heathlands pupils have long taxi journeys to school each day and are permitted to bring mobile phones. Before entering the school gate, mobile phones must be switched off and placed in their bag. They must not be turned on or used at any point in the school day. Pupils must wait until they have left the school site and entered their taxi before taking phones out of their bags.

Heath House pupils must wait until they have signed into Heath House at the end of the day before taking out their phones and then follow the Heath House policies for mobile phone use.

Pupils seen using their phone during the day on school site will have the phone confiscated. This will be handed into the Co-Headteachers. Co-Headteachers may retain the phone and ask parents to collect the phone.

Pupils found to be using their phone on school site on more than one occasion may be required to hand their phone to the office every morning.

### Smart watches

Along with mobile phones, smart watches are not permitted in external exams. Therefore, the school discourages use to support pupils to prepare for examination conditions. Pupils are permitted to wear smart watches. However, if pupils are found to be using smart watches to send electronic communications throughout the day, they may be required to hand their smart watch to the office every morning.

## Searches

On occasion there is the need for staff to ask pupils to show their bags and items inside coat pockets. For this, two staff will always be present, staff will instruct the pupil to open their bag and their pockets themselves, removing the need for staff to touch the pupil. The pupil will not be asked to remove clothes.

For any further searches staff will adhere to the Searching and Confiscation policy.

Police intervention at school is extremely rare. Should the need for this arise, pupils would not be left unaccompanied but have an appropriate adult from school staff with them at all times for both communication and advocacy support.