

# HEATHCOTE

Primary School

## BUILDING RELATIONSHIPS POLICY

(through positive behaviour management)



Date adopted by Governors:	March 2020
Date for policy review:	March 2021
Person responsible for review:	Senior Leadership Team
Signed by Chair of Governors	March 2020

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### 1. Policy Statement:

This policy sets out the high expectations of behaviour at Heathcote Primary School. We feel it is vital that the school adopts and maintains a consistent approach to behaviour and relationships at all times and by all members of the school community. This policy also links to the school's Anti-bullying policy.

### 2. Introduction:

It is a primary aim of our school that every member of the school community feels valued, respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. We achieve this through the following ways:

- Our one school rule of RESPECT.
- Developing a trauma informed school
- A carefully planned curriculum.
- Effective classroom management.
- Adult role-modelling.

- Playtime and lunchtime provision.
- Personalised programmes/support from outside agencies.
- Lots of rewards and celebrations for great work and behaviour.

### 3. Aims:

- To promote an environment in which everyone feels happy, safe and secure.
- To promote good relationships, so that everyone can work together in an effective and considerate way and have awareness of how our behaviour impacts on ourselves and others.
- To encourage the partnership between home and school.
- To foster the emotional well-being of each child, including an ability to appropriately express feelings and emotions.
- To help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the community.

### 4. Roles and Responsibilities:

#### 4.1 Staff Responsibilities:

It is the responsibility of all staff and volunteers to ensure that they are modelling good behaviour, building positive relationships and dealing with incidents around the school.

- All staff in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.
- To ensure they follow the relationships and behaviour policy and use the language agreed.
- To treat each child fairly and enforce the classroom code consistently.
- Treat all children in the school with respect and understanding.
- To cater for children's individual learning styles.
- To look for positive behaviour – make a point of “catching” them being good.
- To use positive body language and praise good learning and behaviour.
- To give warnings in a clear and calm way to keep the children safe

#### 4.2 Children's Responsibilities:

Children are expected to follow the school and classroom rules, showing respect for the rights and needs of all children and adults in our school community.

- To follow the one school rule of RESPECT.

- To work to the best of their abilities and allow others to do the same.
- To learn to build relationships with support and good modelling
- To take care of property and environment in and out of school.
- To co-operate with other children and adult.

The school council and house captains will play an important role in communicating and reviewing aspects of the relationships policy.

#### 4.3 Parents' and Carers Responsibilities:

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school expectations in the school handbook and at 'Meet the Teacher' events, we expect parents and carers to read them and support them. We expect parents and carers to support their child's learning, and to cooperate with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site and on trips, including parents/carers, to model positive behaviour and good relationships at all times and in particular in their interactions with each other.

If a member of school staff has concerns about a child's behaviour or there has been reasonable consequences used as a result of unacceptable behaviour, then the parents/carers will be contacted and should support the actions of the school. If parents/carers have any concerns about the way their child has been treated, they should initially contact the class teacher or Deputy Head Teacher.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggressions to a member of staff by parents/carers of children in the school will be reported immediately to the Executive Head Teacher and/or Chair of Governors, who will take appropriate action in line with trust policy.

## 5. Classroom management:

Positive relationships, good classroom organisation and effective teaching methods are the key to good behaviour. The provision of a high quality curriculum through interesting and challenging activities also strongly influences good behaviour. A welcoming and secure classroom environment give clear messages to the children about the extent to which they and their efforts are valued.

Practical strategies to support and reinforce outstanding behaviour:

- Share the 'Relationships Policy' with the children.
- From the start of the year, develop clear and positive classroom expectations with the children and apply these consistently across the class whilst taking into account individual needs.
- Refer regularly to these expectations in order to reinforce them and to correct inappropriate behaviour.
- Promote an enriched curriculum with opportunities for all abilities and ensuring equal opportunities for all.
- Look for things to praise. So often a child with overt behavioural problems only gains attention by being disruptive. Make a positive effort to find something to reinforce, this will develop the child's repertoire of acceptable behaviour.
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours *e.g. rather than saying "Don't talk in the line" try saying "look how well .... and .... are lining up quietly"*.
- If a child is disruptive in class, use *"stop it please"* and remind them of our one word school rule of RESPECT and refer to our 'What survival looks like in Primary School.'

Principles to apply when managing children's behaviour:

- Keep calm and positive.
- Keep your voice low as much as possible, we are a no shouting school.
- Spend a small amount of time activating calm parts of the brain
- Serious or unresolved concerns should be discussed with the Executive Head Teacher, Deputy Head Teacher or a member of the SLT.
- Keep dated notes where there are on-going concerns.
- Informally involve parents at an early stage to make them aware of concerns.
- Blame the act, not the child, *e.g. "You are ok, but what you have done is not"*.
- Be positive in the way you deal with the child.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.
- Be consistent whilst taking into account each child's individual needs.

## 6. Our approach to positive behaviour:

The school rewards positive behaviour as it believes that this will develop an ethos of kindness and cooperation. Our approach as a school is to be consistent in our deliverance of positive rewards and praise. We do this in the following ways:

### *House points*

Children are awarded house points for excellent behaviour, being considerate and being helpful and building relationships. Each child keeps a tally of their own house points on a card and receives a bronze certificate for the first 25HP, silver for 50HP and gold for 100 HP. Each week all the house points in the school are collected and

added together. The total is presented during assembly every Friday and published in the weekly newsletter.

### *Star of the Week*

Each week, the class teacher will nominate a child from their class to be 'Star of the Week'. This can be for either an academic achievement or a behavioural attribute. This child will receive a certificate and is congratulated during the school achievement assembly which their parents/ carers are also invited to attend.

### *Act of Random Kindness Award (ARK)*

Any member of staff can nominate a child to receive the ARK award. An Act of Random Kindness may involve:

- Undertaking an activity to raise money for charity,
- Going above and beyond to show an act of kindness to another.

The nominated children will receive a certificate and is congratulated during the school achievement assembly which their parents/ carers are invited to attend.

### *Attendance award*

During the achievement assembly, the weekly attendance for each class is announced. The class with the highest attendance that week gets to look after Mr Cote, the Executive Head Teacher's badger. The results are also recorded on the weekly newsletter.

## 7. Our approach to negative behaviour:

Despite positive rewards and praise as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates.

Children manage their own and others behaviour by using "Stop it please". If the behaviour continues, children must speak to an adult who will deal with the problem straight away.

When approaching negative behaviour, a variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to redirect and encouraging children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour. **We do not shout at children in our school.**

Within the classroom, the following Behaviour Flow Chart (Appendix 3) clearly identifies the consequences that will be used for increasingly inappropriate or continued disruptive behaviour. ***The emphasis at any stage of the flow-chart is that the child can make the choice to be re-engaged in the lesson and their learning as soon as appropriate.*** Extreme behaviour, such as physical aggression

towards others, will result in immediate removal from the classroom and/or being sent to the Executive Head Teacher, Deputy Head Teacher or SLT.

Consequences:

*(All consequences are proportionate to the behaviour(s) demonstrated)*

**Stage 1:** Verbal reminder of the expected behaviour/ school rule and formal warning  
*"That's your first warning"*

Choice presented to the child – *You can choose to .... or you can choose to .....*

*If you choose to ..... then there will be a further consequence.*

**Stage 2:** Verbal reminder of the expected behaviour/ school rule – five to ten minutes in another classroom to complete work.

Choice presented to child – *You can choose to .... or you can choose to .....*

*If you choose to .... then there will be a further consequence.*

**Stage 3:** Proportionate amount of time to reflect on personal behaviour/ choices spent inside during part of break time/ lunch time.

Choice presented to child – *You can choose to .... or you can choose to .....*

*If you choose to ..... then there will be a further consequence.*

Repeated incidents or reaching stage 3 regularly will be reported to parents via a telephone conversation/ confidential discussion at the end of the day.

All staff are responsible for recording pupil behaviour forms (Appendix 1) and all class teachers have a behaviour file. All behaviour incidents are reported to SLT in the first instance and recorded on a central log.

**Stage 4:** If unacceptable/ disruptive behaviour continues then the child is sent to a senior teacher, Deputy Head Teacher or Executive Head Teacher if more serious.

Parents will be contacted via telephone conversation.

Meeting with parents arranged and recorded.

If behaviour disruptions are persistent, consideration of pupil behaviour chart to monitor behaviour daily – meeting with parents to establish this.

**Extremely unacceptable behaviour** – will be reported to the Executive Head Teacher, Deputy Head Teacher or SLT immediately. A letter will be sent home or a phone call made to the parents the same day.

For continual unacceptable behaviour or in case of serious verbal or physical aggression, the child may be excluded internally from their class. This may also lead to a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.



## 8. Behaviour at playtimes and lunchtimes:

At play times and lunchtimes we maintain our positive and non-shouting approach. We aim to provide a range of activities to engage children in positive play with their peers and provide lunchtime activities for children to partake in such as On-side sports, construction club and choir. If problems between children arise then the children will use the 'Stop it' and approach the member of staff on duty for support.

Children are recognised for positive behaviour at play and lunchtimes through verbal praise, passing the good news onto the class teacher and by awarding house points. Yellow cards are used as a warning if negative behaviour choices are made at lunchtime. This is a visual reminder to the child that their behaviour is not acceptable and need a 10minute timeout from play spent either next to a midday supervisor or outside the staff room. If this behaviour continues to escalate, a red card is issued which results in a missed playtime and a discussions with the class teacher. Yellow and red cards are not sent home.

### Consequences:

**Stage 1:** Verbal reminder of the expected behaviour/ school rule. 'That's your warning'.

Choice presented to the child – You can choose to ..... or you can choose to .....

If you choose to ..... then there will be a further consequence.

**Stage 2:** Yellow card issued – timeout for 10minutes. Child to stand next to a midday supervisor or sit outside the staff room. Incident to be recorded in the play time behaviour book.

Choice presented to the child – You can choose to ..... or you can choose to .....

If you choose to ..... then there will be a further consequence.

**Stage 3:** Red card issued. Timeout outside the staff room for the remainder of lunch time. Incident recorded in the play time behaviour book. Member of the SLT and class teacher to be informed of the incident.

If stage 3 is reached more than once then parents to be informed.

In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside off the playground straight away and may be excluded from play and lunchtimes for a fixed period.

## 9. Inclusion:

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents which may involve some time spent in a nurture provision where they can complete their class work in a quieter provision. There may be times when a personalised curriculum is an appropriate way forward, which will be



delivered by the child's teacher and teaching assistants. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

#### 10. Fixed term and permanent exclusions:

We do not wish to exclude any child from school however extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Executive Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Executive Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Executive Head Teacher may exclude a child permanently. It is also possible for the Executive Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Head Teacher excludes a child, they must inform the parents or carers as soon as possible giving reasons for the exclusion. As the same time, it must be made clear to the parents or carers that they can appeal against the decision to the Governing Body. The school will inform the parents or carers how to make any such appeal.

The Executive Head Teacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Executive Head Teacher. However, the Governing Body has a discipline committee whose role is to set out in strict guidelines whenever a child is excluded from school.

#### 11. Recording, monitoring and evaluating behaviour

Significant misbehaviour in school will be recorded and reported to SLT in the first instance. Pupils are also required to complete a 'Child's Statement' to build part of the picture of evidence (Appendix 2). The class teacher records minor classroom incidents (Appendix 1) and will hand in this form termly to the Deputy Head Teacher. Progress towards individual targets will be recorded on individual behaviour/education plans. The SLT will monitor behaviour and evaluate the impact of this policy through the records listed above, through formal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

#### 12. Searching and Confiscation

See Appendix 5 Searching and Confiscation.

## APPENDIX 1

### Termly Behaviour Return and Snap Shot

<b>School:</b>		
<b>Term:</b>		<b>Week:</b>
<b>Teacher:</b>		<b>Class:</b>
<b>Minor misbehaviour (tally)</b>		
<b>Moment in time analysis TERM:</b>	Tally of children given a 'teacher sanction' (beyond a 'behavioural reminder') e.g. kept in break/ lunchtime:	
	<b>Escalated (tally)</b>	
	Sent to senior member of staff:	
	Parents contacted:	
	Other:	
<b>Progress Records (term)</b>		
Name of child	On record (date)	Off record (date)
<b>Bullying Concerns (Term)</b>		
Name of child reporting	Teacher judgement: Bullying - Yes/No	Escalated to SLT?
<b>Racism Concerns (Term)</b>		
Name of child reporting	Teacher judgement: Racism – Yes/No	Escalated to SLT?

## APPENDIX 2

### Behaviour Incident Log

#### Child's Statement

My name: \_\_\_\_\_ Date: \_\_\_\_\_

Child completes:

*Everything written must be true*

Who was involved?

Where did the incident take place?

When did the incident take place? (playtime, lunchtime, before/after school)

What happened in the incident?

Who do you think was to blame?

What will you do tomorrow that will be different?

*(Pupil to complete with SLT)*

Cc: Behaviour Incident Log in Head Teacher's Office

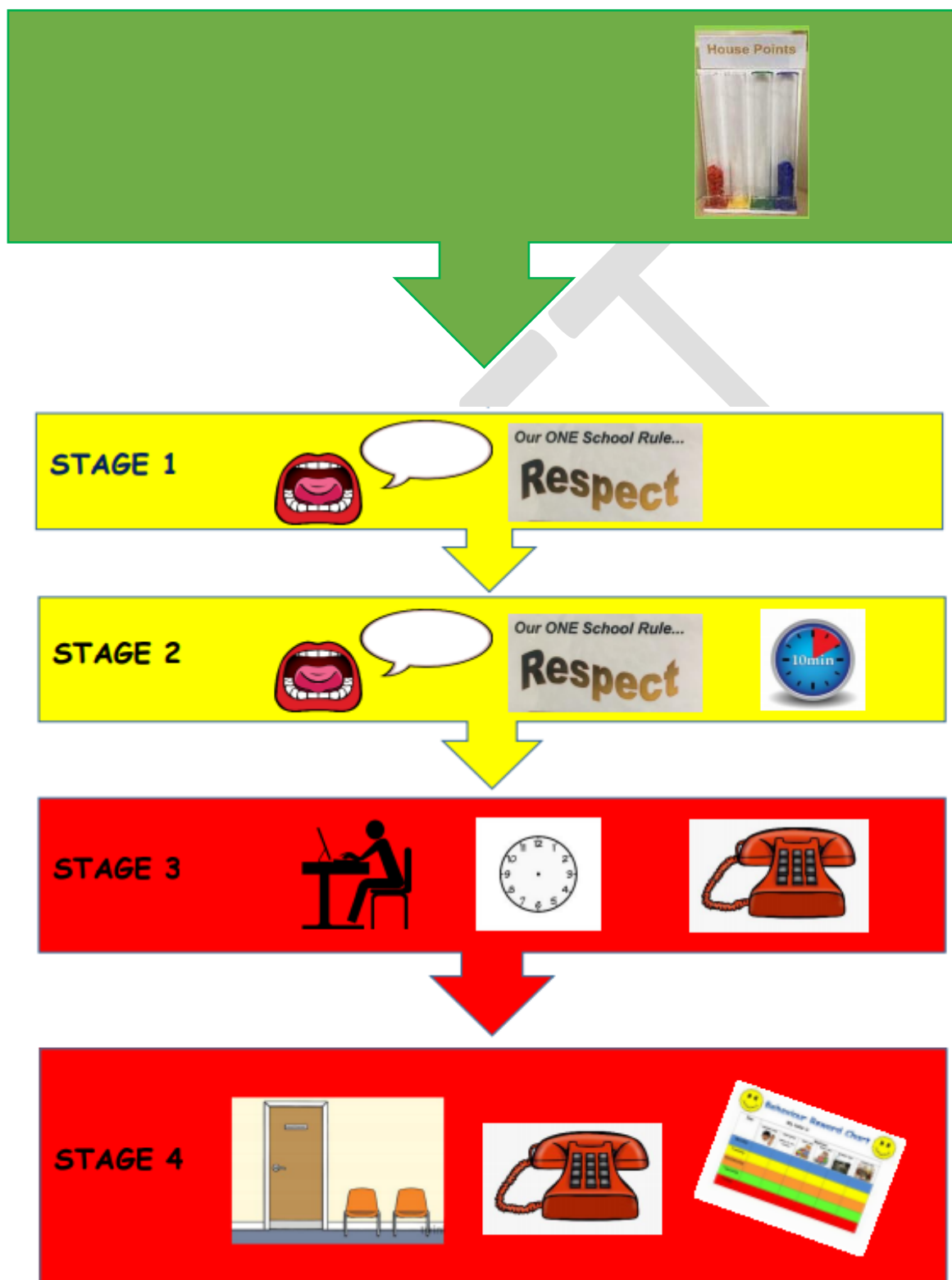
## APPENDIX 3



### Heathcote Primary School Behaviour Flow Chart



# Heathcote Primary School Behaviour Flow Chart



## Appendix 5

### **Searching and Confiscation**

1. The Head Teacher and Deputy Head Teacher have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
2. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

### **Searching with consent**

In line with DFE guidance - January 2018

School staff can search pupils with their consent for any item.

The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the behaviour policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Prohibited Items in School Are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks

- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

Head Teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If mobile phones are brought to school, children are not to hold these during the day. They should be given to staff with a covering letter from parents as to why the pupils have the devices until there is a change in the school's ICT policy.

Electronic games are not allowed to be brought to school including at the end of term when the children may be invited to bring in games to play. Any electronic games will be confiscated.

### **Searching without consent.**

What the law says:

What can be searched for?

a. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?

b. Yes, if you are the Head Teacher or Deputy head teacher. But:

c. you must be the same sex as the pupil being searched; and

d. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

When can I search?

e. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.



Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

### **Location of a search**

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

The powers only apply in England.

### **During the search**

#### **Extent of the search – clothes, possessions and trays**

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

## **Trays**

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

## **Use of force**

Reasonable force may be used by the person conducting the search.

## **After the search**

The power to seize and confiscate items – general What the law allows:

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

## **Items found as a result of a ‘without consent’ search**

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they must retain it for return to the parent.
- Where they find controlled drugs, these must be delivered to the police as soon as possible.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find stolen items, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

### **Telling parents and dealing with complaints**

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

- a. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.
- b. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.
- c. Complaints about screening or searching will be dealt with through the normal school complaints procedure.