

Positive Behaviour Management at Heathfield Junior School

UPDATED JULY 2021

1) Teach **AND CONSTANTLY REFER TO** the behaviour you want to see through the school strap lines known as:

'The Heathfield Way'

- Learn and help others to learn
- Respect all people and property
- Work hard and do your very best

Any class rules should link back to 'The Heathfield Way'.

2) **Guiding Principles:**

We all make a choice in how we behave. All children have an entitlement to recognition and reward for choosing to behave appropriately. When children choose to behave inappropriately, sanctions will apply.

Rewarding Appropriate Behaviour

Children are divided into four houses – red, blue, green and yellow. When children come through from the Infants, they will be put into the same house as their siblings (this needs careful managing but does engender a sense of belonging).

Children will be awarded house points (HP) for exhibiting behaviour that falls within the Heathfield Way:

- Learn and help others learn
- Respect all people and property
- Work hard and do your very best

House points can be awarded by all members of staff.

To maintain the value of house points, only one house point can be awarded at any one time (except for when an AAB is given – explained below).

House points are tracked in the children's reading journals. This way, parents are able to see their child's positive behaviour on a daily and weekly basis. Class teachers need to record house points on the sheet at the back of the children's reading journals.

Tallying points - On Friday, before assembly, each child's weekly points need to be added up. In the right hand column of the house point sheet the teacher makes sure the child keeps a running total of their House points. Once individual prize points are achieved (25, 50, 75, 100, 125, 150), they need to be ticked and highlighted.

Tracking Totals – Once every child's weekly total has been recorded, the teacher will need to add up the total for each house colour. This can be done by asking all children from one house, e.g. red house, to stand up and call out their totals. The sum of all individual totals is then recorded on the laminated weekly house points total sheet in the according coloured box.

For example:

30 HP	34 HP
37 HP	32 HP

The teacher will also ask the class if anyone has achieved 25, 50, 75, 100, 125, 150 house points. If so, the name of those students are recorded on the individual collection chart which should be placed above the weekly house points total sheet:

<i>Ana, Tomy</i> <i>25 HP</i>	<i>50 HP</i>	<i>75 HP</i>
<i>Callum</i>	<i>Harry</i>	
<i>100 HP</i>	<i>125 HP</i>	<i>150 HP</i>

During Friday lunchtime, the Y6 house captains will call at each class and collect the house points as well as the names of children who have achieved 25, 50, 75, 100, 125, 150, 200 and 250 house points. They will then wipe off the scores and names. House point and individual totals of each class will be delivered to Diane Mullen to calculate the total.

Each week, the house points will be added to a cumulative total and are announced in Friday's assembly. The house that has most points in that week has a golf ball added to their collection tube.

At the end of each half term, the house that has collected most points will receive extra play with a treat (ice-cream, biscuits etc.) after the final assembly on the Friday.

Individual house points - During the year, individual house point milestones (25, 50, 75 etc) will be rewarded with metal badges.

If a child forgets their reading journal, they are unable to collect points that day. Points can only be recorded if the child's reading journal is at school!

AABs – These are special stickers “Above and Beyond” worth 3 house points for exceptional work or behaviour. They can be awarded by any member of staff (teaching or non-teaching). These will be recorded as “3 - AAB + initials” in the child's reading journal.

SANCTIONS

Stage 1 – first warning

Stage 2 – automatically lose 2 minutes taken from play

Stage 3 – automatically lose 4 minutes taken from play

Stage 4 – sent to the head of year at the next break (record kept)

Stage 5 – sent to the class of another YGL for one session

Stage 6 - parents are contacted and the child goes on daily report with an end of week meeting with parents until objectives set out on the report card are achieved

Stage 7 – ‘Last resort’. Headteacher involvement with parents who are made aware for continuing poor behaviour. The child could receive lunchtime, fixed term or permanent exclusion.

A ‘Sanction Board’ (with stages 1-4 displayed on) should be displayed and used in EVERY classroom if needed.

Whole school agreement should be reached for the kind of misdemeanours/behaviour that fit into each stage to try to ensure consistency of approach across the school.

Children move up a stage through escalating misdemeanours over a period of time. Each child will begin a new session (i.e. after play, after lunch) and each day with the ‘slate wiped clean’.

Certain behaviours warrant an immediate ‘drop-down’ in the stages to 4+. These are:

- Wilful harm to another person or property
- Overtly refusing to comply with instructions
- Inappropriate language

YG behaviour logs, beginning at stage 4, will be kept by ALL YGLs. Every time a child reaches Stage 4 or beyond, this must be recorded – with the incident and how it was

dealt with documented. YGL's will monitor these books on a monthly basis to spot any patterns or reoccurring children.

Children in Year 3 and in NK class who reach Stage 4 will be sent to AR, children in Year 4 and in AR class to NK.

Children in Year 5 and in CH Class who reach Stage 4 will be sent to SS, children in Year 6 and in SS Class will go to CH.

The HT (supported by the SLT) will maintain a high presence at lunchtimes in the dining room and on the playground.

SEND / Pupils with an EHC plan

The needs of these children will often need to be addressed outside of the above policy. They may need to have 'Individual behaviour plans' written for them with the aim of teaching specific academic and social skills they may need to cope and achieve in school. The Inclusion Manager will manage these and will consult with other agencies, outreach from Special Schools and provisions, etc. There needs to be a shared staff understanding that this is not excusing poor behaviour but is intended to be supportive of pupils.