



Policy Aims and Objectives

We want our children to develop an attitude to learning that is 'can do' and to take every opportunity on offer in order to attain their personal best.

We are an attachment aware school which means we focus on building positive relationships between children and staff and children with their peers.

We use relational approaches to behaviour management to ensure we maximise learning opportunities by:

- Placing relationships and a child's sense of safety and security at the heart of learning and classroom management
- Encouraging nurture, warmth and empathy, even when a child is presenting with behaviours that feel challenging
- Promoting a sense of community and belonging
- Taking individual circumstances into account, including children with SEND, or children with social care involvement.

We place a strong emphasis upon the emotional health and well-being of all members of the school community. This ethos is driven by the school's senior leadership team and is the responsibility of all staff, governors and parents.

Through Emotion Coaching and being attachment aware, both children and adults are able to manage their behaviour and create an environment that is conducive to learning.

In order to achieve this, Heathfield Nursery & Infant and Heathfield Junior schools have established positive behaviour management systems which are appropriate to the age of the children.

Heathfield Schools' Partnership Relational Behaviour Policy



Positive Behaviour Management at Heathfield Nursery & Infant School

In Heathfield Nursery and Infant School the following systems are used...

Teach and constantly refer to the behaviour you want to see through the Golden Rules:

1. We are kind and gentle
2. We listen
3. We are helpful
4. We work hard
5. We look after property
6. We are honest.

Rewarding Appropriate Behaviour

- Golden rules are displayed and constantly referred to with the children
- Children are given specific verbal praise for keeping a golden rule
- Children are put onto the 'super happy face' for exemplary behaviour
- A reward such as a sticker, marble in a jar or team point may be given, if appropriate
- Children receive 'proud slips' in assemblies at the end of the week
- Short term behaviour modification programmes (e.g. charts) may be used to improve a class target
- Children can visit a member of the Senior Leadership Team to show good work.

Sanctions

NB All children start each day on the 'happy face'.

In the classroom:

1. The child is given a verbal reminder
2. The child's name/photograph is put onto the 'thinking face' and the child is asked to consider their behaviour
3. If inappropriate behaviour continues, the child is moved onto the 'sad face'
4. If inappropriate behaviour continues, the child loses 5 minutes of playtime – the child will go onto hand-hold with the adult on duty and parents are informed at the end of the day
5. If inappropriate behaviour continues, the child is sent to a member of the Senior Leadership Team, parents are informed by the class teacher or member of SLT and this is recorded by the YGL in the behaviour log on Edukey.

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NB In the event of an emergency, an adult within the classroom can press the green button (on computer screen) which will alert other members of staff to come and support.

In the playground:

1. The child is reminded about acceptable behaviour in the playground
2. The child is taken to a 'stop and think' area (e.g. a bench)
3. The child is kept on "hand hold" (for up to 5 minutes)
4. The child is taken inside to see a member of the Senior Leadership Team and behaviour is recorded in the behaviour log on Edukey
5. Parents are informed of any persistent poor behaviour and/or any violent/aggressive behaviour.

Certain behaviours warrant instant referral to a member of the Senior Leadership Team.

These are:

- Biting
- Carrying or using prohibited (illegal) items
- Carrying or using or banned items (e.g. personal devices that connect to the internet, vapes)
- Child-on-Child Abuse (including bullying, cyberbullying, discriminatory and prejudice-based bullying)
- Harmful Sexual Behaviour
- Racist comments.

Appendix 1: Physical Intervention with Pupils

Related policies and guidance:

Heathfield Schools' Partnership –

Anti Bullying Policy; Equal Opportunities Policy; Safeguarding & Child Protection Policy; SEND Policy; Wellbeing Policy

Heathfield Schools' Partnership Relational Behaviour Policy



Positive Behaviour Management at Heathfield Junior School

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'.

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

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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:

Ana, Tom 25 HP Callum	50 HP Harry	75 HP
100 HP	125 HP	150 HP

During Friday lunchtime, the Year 6 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 collected to calculate the house totals.

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 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.

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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 year group leader at the next break

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.

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 or harmful sexual behaviour.

All behaviour incidents that reach Stage 4 or above must be recorded every time by the YGL as a “Behaviour Log” on Edukey, with the incident and how it was dealt with. YGL’s will monitor these on a monthly basis to spot any patterns or reoccurring children.

If the class teacher is also the YGL, the child will be sent to another YGL.

NB In the event of an emergency, an adult within the classroom can press the green button (on computer screen) which will alert other members of staff to come and support.

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

Certain behaviours warrant instant referral to a member of the Senior Leadership Team.

These are:

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- Carrying or using prohibited (illegal) items

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