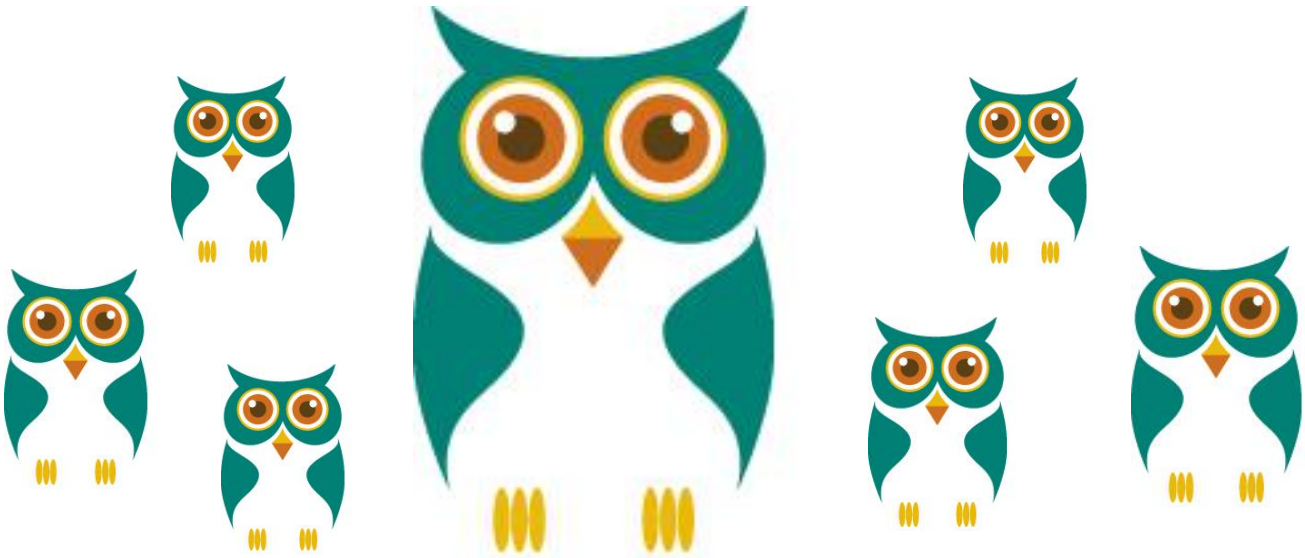
Haseltine Primary School's Behaviour Policy

2025-26



Our Vision:

Fairlawn and Haseltine Federation will create an environment where children are encouraged to be exceptional learners who can apply their knowledge and skills to all situations. We will provide consistently outstanding teaching for learning experiences throughout a child's time with us. As Rights Respecting schools the rights of the child will underpin all that we do.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:
Behaviour and discipline in schools
Searching, screening and confiscation at school
The Equality Act 2010
Use of reasonable force in schools
Supporting pupils with medical conditions at school
It is also based on the special educational needs and disability (SEND) code of practice.
In addition, this policy is based on:
Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
DfE guidance explaining that maintained schools should publish their behaviour policy online

The Governors

At the Fairlawn and Haseltine Federation, governors have high expectations of everyone. We all have a responsibility for behaviour in our schools. We expect our staff to know and understand each child and we expect every child to make the right choices.

The belief of all the staff at Haseltine

The Federation's vision is:

Fairlawn and Haseltine Federation will create an environment where children are encouraged to be exceptional learners who can apply their knowledge and skills to all situations. We will provide consistently outstanding teaching for learning experiences throughout a child's time with us. As Rights Respecting schools the rights of the child will underpin all that we do.

This vision is incredibly important to every member of staff at Haseltine. It is our belief that every child is entitled to a high-quality education and deserves the best possible learning experiences. We are a Rights Respecting School and it is important that the language we use with children when talking about behaviour reflects the ethos & the culture of being a Rights Respecting School https://www.unicef.org.uk/rights-respecting-schools/

We also believe passionately in:

- High quality teaching resulting in high quality learners and exceptional behaviour
- Children taking responsibility for their own actions
- Children recognising that for every action there is a reaction or a consequence – whether these be positive or negative
- Children being encouraged to make appropriate choices in their learning and in their behaviour

Our Values & Expectations

At Haseltine, we have 3 core values that run through EVERYTHING we do especially in our expectations for behaviour. They are:

Excellence
We always achieve our *own personal* best

Self-Belief
We always believe that we are always valuable

Resilience
We know we can overcome our challenges, we may need support to do this but we can do it

We train every child to embed these Values by using our Haseltine *Learning to Learn Skills, which* are centred on the following:

- Responsibility
- Reciprocity
- Reflection
- Readiness
- Resourcefulness

The Values and Learning Skills embed everything that is done at Haseltine. It is the responsibility of all staff members to promote them and set high expectations for all children as well as themselves. Skills such as: confidence, listening, curiosity, independence, motivation, imagination, empathy, concentration, discussion, collaboration, reasoning, adaptability, enthusiasm, patience, questioning and having a growth mindset are absolutely crucial for children to achieve their very best in their learning as well as their behaviour. All of these skills are depicted on The Haseltine Tree which MUST be displayed in every classroom:

Rewards & Incentives for positive behaviour across the school:

- EYFS & KS1 to follow the 'arrows' & learning behaviours systems – see below
- Verbal praise/recognition for children exhibiting positive behaviours
- Postcards from SLT/class teacher/LSA/any other member of staff or volunteer
- Shared learning/behaviour to other classes teachers or SLT
- Communication with parents, either on the phone, through email, a postcard sent home or face to face
- Praise in assemblies – Celebration Assembly in KS1 & KS2
- Responsibilities given
- **Any class system, that you feel would work within the realms of our behaviour policy for behaviour MUST be discussed and cleared with HT first. Please note that Dojo cannot be used because of GDPR regulations**

<u>Specific Behaviour Strategies to be used in EYFS & KS1:</u>

- All class teachers must display the following so that all children can see them:
  (These can be found in teachers shared area)
  - The 'forwards' arrow with all children's names/photos on: they all start on *'We all make good choices'* and can move to *'Wow'*
  - The 'backwards' arrow: children may need to move to *'Thinking Time'* to *'Time out in another class'* (see 'attachments for behaviour' on Staff Shared Area) or *to 'Visit to or from SLT'* to *'Phone call home'*
  - There is also a chart to recognise and celebrate positive learning behaviour, this is separate to the triangles that are there for behaviour. This chart is about rewarding children for good learning or learning skill. Children could move onto: *Praise, Postcard from Teacher/LSA* or *Postcard from SLT*

<u>Zones of Regulation (ZOR):</u>

- All teachers will also refer to the ZOR to enable children to begin to verbalise their emotions and regulate their behaviours.
- The ZOR provide an easy way to think about and talk about how we feel on the inside and sorts emotions into four coloured zones, all of which are expected in life:
  - Blue Zone: e.g. sad, bored, tired, sick
  - Green Zone: e.g. happy, focused, calm, proud
  - Yellow Zone: e.g. worried, frustrated, silly, excited
  - Red Zone: e.g. overjoyed/elated, panicked, angry, terrified
- Teachers will display the zones; provide opportunities to teach the class about the zones; allow children to talk about their emotions & to give them opportunities to self-regulate accordingly. Teachers also recognise that the emotions should not be seen as positive or negative emotions, but emotions that we all experience at some point in life – if not within a normal school day. Teachers teach children, it is then what we do with those emotions – it is how we manage them that is important. https://zonesofregulation.com/

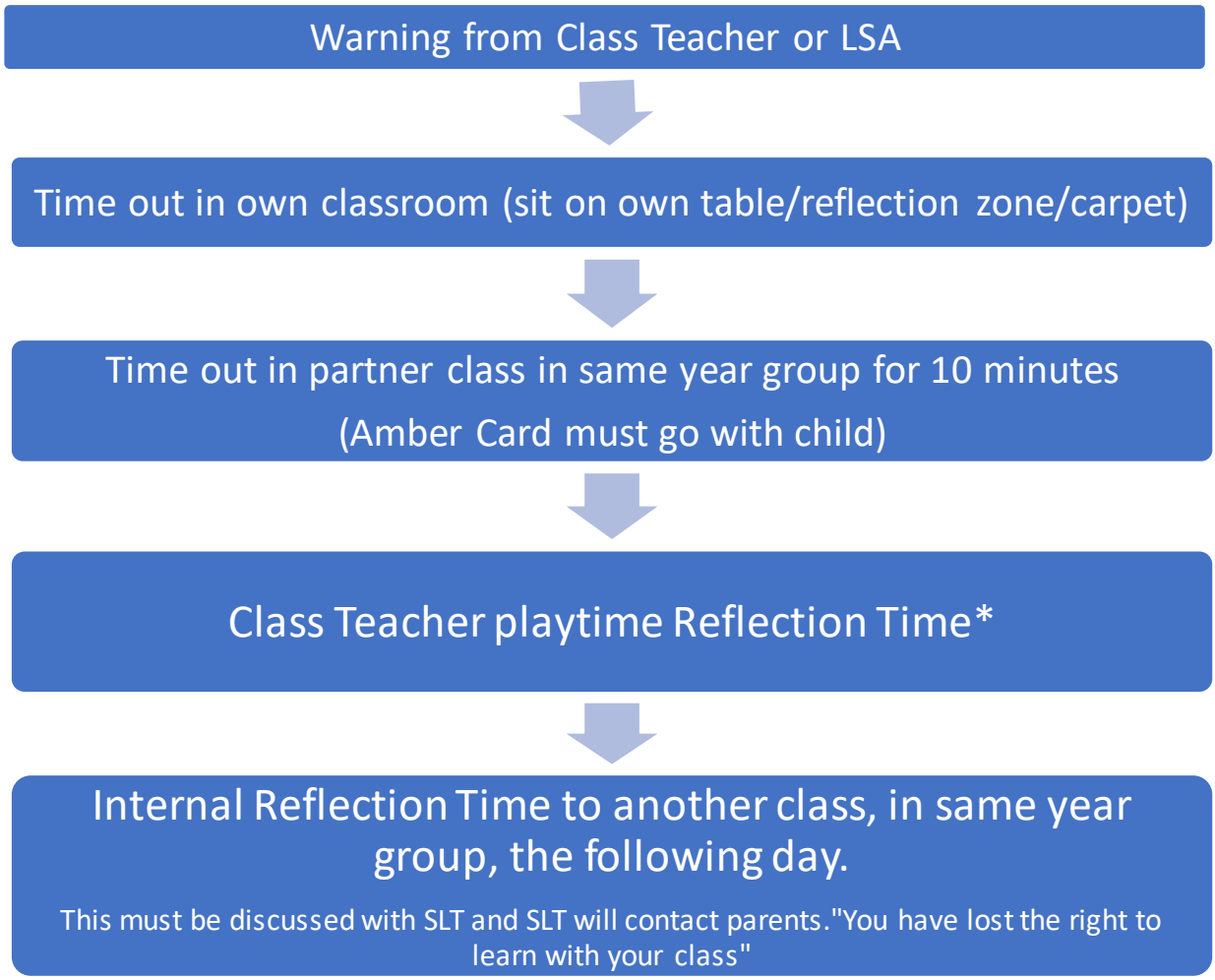
Consequences for disruptions in lessons

It is important that you always check with the child that they are able to access the learning first. If learning is pitched appropriately and no other needs (e.g. no breakfast/poor sleep) are apparent, consider low level disruptions.

Low level disruptions include:

- Calling out
- Throwing a pencil/rubber or something similar
- Disrupting others
- Low level arguing and refusal
- Moving around the room unnecessarily
- Lack of focus
- Refusal to complete home learning

If, at any stage, the child refuses to follow any of the consequences then SLT must be contacted using the phone or with a red card. Time out will be organised (another class or SLT room). If their behaviour improves, then no further action is required and they can return to class. If arguing continues, then Reflection Time (RT) with SLT will follow.



*These RTs include cover and PE lessons. However, if a cover supervisor needs to give a 'Class Teacher Reflection Time' then the SLT will step in and the child will spend 15 minutes of their lunch in an SLT Reflection Time (SLT here also refers to Sara and Olie, Gillian Ellie for KS2 & Sarah in KS1).

Higher Level Negative Behaviour Consequences

These consequences are relevant to ALL children across the school.

- Negative physical behaviour:
  - Throwing furniture/larger objects
  - Deliberate pushing, kicking, hitting, tripping
  - Bullying
- Inappropriate language:
  - Racist, homophobic, swearing, offensive language
- Escalation of low level arguing to dangerous behaviour, e.g. walking out of class (unless this is a strategy of an agreed behaviour plan)
- Refusal to follow teacher's consequences of low-level behaviour

SLT lunchtime Reflection Time

Procedures of these reflections:

- MUST take place in a classroom, or in the HT's room, depending on who is leading the LRTs – see rota
- Children must come WITH the slip to explain why they have the RT
- All children to complete the Reflection sheet – found on teachers' shared area, or collect from HT, these will need to be stored in a central folder with the HT
- Person running LRT must also record on Arbor that a LRT has taken place
- Parents will be informed by the class teacher that a LRT has been given – when the child has 3 RTs in a term a meeting in school, with the HT, is arranged with the parents
- All racist & homophobic incidents must follow the specific guidelines & procedures & be reported to HT (See reporting Hate Incidents Policy & Procedures)
- Sexual incidents must follow safeguarding procedures & be reported onto Cura & to HT/DSL for the perpetrator as well as for the victim

Playground Incidents

If the incidents are of a 'low-level' then they can be dealt with by staff on the playground:

- Low level rudeness to children or staff
- Arguments between children
- Poor sportsmanship
- Continued play fighting after a warning for dangerous play

Time out on a bench - 1 minute for each year e.g. if 5 years old = 5 minutes

or

Time to discuss choices and to solve arguments with adult support

Class teachers MUST be informed via a communication slip - see appendix

Anything considered to be more serious (see Higher Level Negative Behaviour or Serious Incidents) please refer straight to SLT RTs.

Serious Incidents Consequences

- Fighting
- Dangerous behaviour towards children or adults
- Continued bullying
- Repeating lunchtime RTs for the above reasons (e.g. not learning from previous consequences)

Off the playground for more than one day (playtimes and lunchtimes)

Time decided on a case-by-case basis & agreed by HT

Discussion between child, CT and SLT so that the child is aware of their consequences. Parents must be informed.

Names added to board in staff room so that everyone is aware of who is off the playground and for how long.

Child follows a period of reflection of their behaviour and of their choices that they need to make in the future

Child meets with representatives of the Haseltine Community made up of PP, CT and SLT to take responsibility for their actions and explain why they deserve to be allowed back outside. The representatives make the decision.

If negative behaviour continues then the child must be removed from the playground for a longer period and consequences are followed again.

Parents must attend a meeting with SLT and a behaviour plan must be drawn up.

Inappropriate Online Behaviour:

- We teach online safety through our PHSE curriculum, One Decision.
- We encourage children & parents to report incidents of inappropriate online behaviour (including inappropriate language) and online bullying, to the school, even when these incidents occur during out of school hours and/or in holiday times.
- This is done, either in person or through an email to the class teacher, or to the headteacher directly.
- Incidents will be investigated by the headteacher and parents will be informed.
- Sanctions will take place in school for the child/children who has/have behaved inappropriately. This will include lunchtime reflection times and also losing privileges on computing devices in school. Although we cannot enforce sanctions at home, we always encourage parents to take away devices that can access the internet, such as the child's phone. We always remind children of the online safety contracts that they sign in school.
- During the lunchtime reflection time, the child could engage with a programme that teaches about online safety if perceived to be relevant or helpful: https://beinternetawesome.withgoogle.com/en_us/interland
- All phones are collected from children at the gates in the morning & handed back by the teacher at the end of the day

Behaviour non-negotiables:

- **We are a non-shouting school**: Shouting does not work. Some of our children are so used to it at home that it just has no impact. It can also show that you have lost control and then your class will lose respect. The most effective teachers here in terms of behaviour management, are the quietest. Perfect that 'look' – it is more effective than any words you can use.

- Talk to children too, about the choices they have made. Did they make the correct choice? Ask them where they think it all went wrong – at what point could changes have been made? Make them responsible for their own actions and the choices they make. Children must complete a reflection sheet during their time off the playground

- Also talk to the children about the rights of the children around them; e.g. the right to an education and the right to be safe – how has their behaviour impacted on these rights?

- Apologies have got to be appropriate. If the child is not ready to apologise – i.e. if they are not willing to admit their mistakes & claim responsibility, then don't get them to. The apology will only sound weak and will not be appreciated – this may cause further resentment. The 'victim' needs to know that the apology is heartfelt. The victim also needs to be given the right to respond to this apology, e.g. *"Thank you for your apology but it is not okay."*

- Always, incidents of negative behaviour need to be dealt with quickly in order to move everyone back on with the learning.

- Attempt to resolve behaviour issues on the same day as the incident to allow the child to start afresh the next day.

- Make sure that you have given the child chances to do the right thing/get back on task. Use 3 step phrases such:
  - 'Child's name, you need to . . . . . .'
  - 'Child's name, you must . . . . . .'

- ‘Child’s name, I have asked you to . . . . . ., you have chosen not to. The consequence is . . . .’

(Always recognise when the child then makes the correct choice)

- If a child is considered to be unsafe, or is unable to go on a trip for any other reason, this MUST be discussed with the HT and then parents

- If a child leaves the classroom, please contact the office first to watch the gate and then inform SLT

- If you are ever concerned about a parent’s reaction to their child’s behaviour or if you are worried about telling a parent because of a possible reaction, then please share this with the designated safeguarding teachers.

- For those children who persistently do not meet the behaviour expectations, SLT will set a behaviour plan with specific targets for that child to follow. Everyone involved with the child will be made clear about what that plan/targets involve and what the consequences will be should those targets not be met. All targets, & therefore consequences, will be personalised for individual cases. All staff to be informed of these children and their plans.

- Restraint should only ever be used if you feel that there is a potential risk of harm to a child or an adult. This can **only** be carried out by people who have had the training and according to the training given. Any incidents where restraint is necessary must be reported immediately to the SLT via the red card or the phone, and appropriate paperwork must be carried out following an incident.

- Any decision about an exclusion needs to be made by the Headteacher. The Lewisham procedures for exclusions will then be followed.

Policy written by: Sara Anderman

In consultation with: the staff, parents & children at Haseltine

Date: May 2019

Reviewed: ~~November 2023 July 2024~~ September 2025

To be reviewed: annually

Appendices:

1) Amber card - below
2) Partner Classes – in folder
3) Communication slip from playground to teacher - below
4) Class Reflection Time recording sheet – in folder
5) EYFS & KS1 visuals for behaviour: Arrows sheet and Learning Rewards chart – in folder
6) KS2 visuals for behaviour – in folder
7) The Haseltine Tree – in folder

1) Example of the Amber Card (it won't need details on it, if the child comes with the card that is all the information the teacher needs to know that the child needs 10minutes time out in their class). Please make sure that you use the laminated amber cards provided and write on each time with a wipe board pen the child's name and where the child is coming from and going to:

Name:

From (class):

To (class):

2) Communication slip from playground staff to teacher

Playground issue

Name:
Class:
Date:

Play fighting Argument Rude to staff Rude to peer

Peer rude to child Other

Referred by:

Please see attachments for behaviour and Behaviour folder on Staff shared area – 2025-26 for all other documents.