



Heymann Primary and Nursery School Relationships and Behaviour Policy



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Signed _____ Chair of Governors



Contents

Aims	4
Objectives:	4
Our Philosophy	4
We believe:	4
Staff mind-set	4
Roles and Responsibilities:	5
The behaviour support assistant will:.....	5
The class teacher is responsible for:.....	5
General (universal) behaviour strategies	6
Procedures to support behaviour.....	6
Rewards	7
Sanctions.....	8
Further Sanctions.....	8
Procedure for dealing with different categories of behaviour.....	9
Monitoring.....	10
Exclusions	Error! Bookmark not defined.
Emotional and social behavioural difficulties.....	11
Transition.....	11
Social logs	11
-Individual behaviour programmes	12
Behaviour that requires reasonable force.....	12
Allegations against school staff	13
Pupils' conduct outside the school gates	13
Confiscation of inappropriate items.....	13
Lunchtimes	14
OPAL Play.....	14
Sanctions at Playtime and Lunchtime	14
Appendix 1	16
5 Point Scale	16
Appendix 2 HOME-SCHOOL AGREEMENT	18
Appendix 3 Risk Assessment	19
HUMAN BITES	19
Appendix 4 Lunchtime Behaviour Record	21
Appendix 5 Use Of Reasonable Force.....	Error! Bookmark not defined.
Appendix 6- Guidance on CPOM Recording	22
Recording.....	22
• parents/carers/unknown siblings = who they are ('Mum' 'Grandad' 'Carer' 'Aunty' 'Older Sister' etc.)	22
• staff = Initials (CW, LN, AD etc) add in brackets if not regular member of staff, e.g. 'FK (teaching student)'	
Initials for yourself- not 'I'	22

- children in school= first name only22
- Outside agencies = full name and who they are e.g. 'Bev Turner (speech therapist)' Include contact details if relevant.....22
- Logging an incident: include some context and the essence of incident. Add additional actions (emails, parent conversations, child discussion) as actions.....22

Aims

We aim to help children to develop:

- Respect – for themselves, for others (appreciating everyone's unique qualities), property and the environment
- Freedom and Responsibility – understanding that rights come with responsibility
- Security – feeling confident that their learning and decision-making in an environment free from intimidation and discrimination
- Independence – in their learning and life skills
- Success- celebrating successes as an individual and as a community

Objectives:

- To build strong relationships between children, staff, parents and carers to create a positive environment for learning.
- To clearly communicate expectations and what is meant by acceptable and unacceptable behaviour.
- To have procedures in place to support the school's behaviour philosophy.
- To work in partnership with all those involved in supporting the pupils, especially parents/carers.

Our Philosophy

At Heymann Primary and Nursery School we believe that significant learning only takes place when there are significant relationships. This policy will support staff to ensure that there is a consistent and harmonious approach to building, maintaining and repairing relationships so that children achieve the highest outcomes. This will create an environment where every child is able to learn acceptable behaviour and has the right to experience this from others, where they can reflect upon the causes and consequences of their behaviour, enabling them to take responsibility for their own actions. Our fundamental approach is a positive one, drawing attention to and rewarding good behaviour and mutual respect, supported by effective communication systems.

We believe:

- That relationships are important in order to support children's learning skills, emotional wellbeing, resilience, preventing harm and resolving conflict.
- Every child has the right to learn and no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- That all adults in school model positive behaviour and attitudes.
- Every child should develop a sense of personal responsibility for his/her own actions.
- Where there are significant concerns over a pupil's behaviour, we will share the strategies we use with parents; working on an active partnership with parents will promote good behaviour.
- In providing early support for developing problems.
- In recording strategies in an individual support plans or individual behaviour plans.
- In seeking advice and support from appropriate outside agencies when necessary.
- Staff keeping abreast of current issues and initiatives.
- As the staff of the school we should constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes.
- The approach to good behaviour should be consistent but with regard for individual circumstances.
- There should be opportunities for responsibility and recognition for non-academic achievement.

Staff mind-set

The individual member of staff is the key variable in creating successful relationships. The way in which we view behaviour will impact on how successful we are at building relationships and creating the right environment for all to flourish. At Heymann, we encourage staff to look inwards first and encourage the development of self-

knowledge and recognise how they interpret the world, including perceptions, beliefs and feelings and how these all impact on relationships and behaviour management in the classroom.

Optimism is contagious and has a positive impact on those around us. The member of staff who enters the learning space in a warm, appreciative and enthusiastic manner with obvious high expectations is likely to have this reflected back by the students. Staff who value children's opinions, work and listen with interest and curiosity sustain strong relationships. High levels of routine and rigour with consistent high expectations leads to success.

All staff need to be:

- **Responsible** – this requires staff to be responsible for every aspect of their experience and how they process and react to what other people/children say and do.
- **Resilient** – staff need to develop the ability to restore themselves and bounce back following a difficult experience in order to move on and learn from what happened. A resilient person is able to start afresh after a challenging experience having examined what occurred and considered how to limit the possibility of such problems arising again.
- **Receptive** – staff need to be open to new ideas and new ways of thinking. This needs people to have a high level of flexibility of thinking and willingness to consider alternative perspectives. Sometimes it requires people to assimilate new ideas and take calculated risks and approach new ideas with enthusiasm and positivity.

We believe that if staff can model these attitudes then this will influence the behaviour, attitudes and relationships of the children at Heymann.

Roles and Responsibilities:

The behaviour support assistant will:

- Monitor the behaviour loggings.
- Communicate findings from the logs to class teacher.
- Put in place support packages in place for children and liaise with parents when necessary regarding the child's progress within the intervention or for permission to work with the Behaviour Support Assistant.
- Develop specific packages of support together in conjunction with the SENCO.
- Contribute to Team around the Child (TAC) meetings, social care reviews when appropriate, CAMHs referrals and any other outside agency meetings as appropriate.
- Record any relevant notes on CPOMS for any intervention work.
- When appropriate, will attend meetings with the class teacher and parents.
- Meet with head teacher regarding trends and individual children on at least a half termly basis.
- In conjunction with head teacher send out any relevant letters to parents regarding their child's behaviour.
- Discuss with teachers how their behaviour could impact on individual children and suggest different approaches.
- Lead staff meetings on support strategies

The class teacher is responsible for:

- The behaviour of the children in their class.
- Contacting parents following incidents in the school day.
- Recording incidents on CPOMS in line with this policy
- Liaising with the Behaviour Support Assistant.
- Maintaining the Social Log and recording on CPOMS.
- Setting up positive reward systems in their class

- Following through with appropriate sanctions.
- Working with the Behaviour Support Assistant to develop individual behaviour programmes and contributing to the monitoring of the behaviour programmes.
- Reporting any behaviour associated with safeguarding to the Responsible Person in charge of Safeguarding.
- Building positive relationships with children, staff, parents and carers.

General (universal) behaviour strategies

Good behaviour is encouraged in every aspect of school life and pupils are helped to recognise examples of good behaviour at all times by:

- Staff recognising and highlighting good behaviour as it occurs.
- Staff acting as good role models in how they relate to each other.
- Staff reminding children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Children sitting quietly in assembly.
- Encouraging toilet visits at breaks and lunchtimes.
- Having agreed school rules displayed in all work areas and the hall.
- Giving praise for behaving well.
- Ensuring that criticism is constructive and given sensitively and appropriately.
- Explaining, modelling and demonstrating behaviour that we would wish to see.
- Discussing events with pupils to encourage responsibility for their own behaviour.
- Informing parents of their child's good and poor behaviour.
- Rewarding children for behaving well. Use key words for reinforcement e.g. kindness, honesty, fairness and consideration, sharing, friends.
- Using a common reward system throughout school with house point tokens awarded for academic and non-academic achievement and effort.
- Ensuring that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively supporting parental involvement in school and reminding parents that they have a valuable role to play.
- Using identified procedures for non-attendance, persistent lateness.
- Involving outside agencies where necessary through consultation with the Special Needs Coordinator.
- Arranging for counselling in school with an appropriate adult.
- Encouraging group or ring games or team games in the playground, placing emphasis on taking turns and fair play.
- Giving reasoned explanations for the School Rules and resulting sanctions.
- Individual behaviour programmes being drawn up for severely disruptive pupils (see Appendix 1).
- Giving children responsibilities e.g. school council representatives, monitors in the classroom.

Procedures to support behaviour

At the beginning of each school year the first week is off-timetable and are prioritised for both children and adults in school to build positive relationships with each other and get to know more about one another. We believe that this is a crucial time for establishing a positive climate for learning and setting the expectations for the year. When a pupil starts our school, parents and school enter into a Home-School Contract (see Appendix 2) which details the school rules which pupils must observe. These rules are:

- **Be kind**
- **Be fair**

- **Be honest**
- **Be safe**
- **Be respectful**

These rules are used across school for each different environment, class, outdoor, hall and lunch time in classes. Clear expectations are set alongside each individual rule for each setting, for staff to implement and children to follow. These are revisited half termly in class with the children to reinforce expectations.

Every class has a staged approach to managing behaviour and pupils who make inappropriate choices will be responded to along the following lines:

1. Verbal warning / name written in book
2. Quiet follow up warning
3. Moved within class
4. Time out in another class* (recorded on CPOMs)
5. Missed part of/ playtime (recorded on CPOMS)

*When a child is sent to another class it will be in a different age group. The child will **take a card** with them which will indicate how long the child is to spend in another class (10 minutes/20 minutes/rest of session). The child will either take with them work to continue or a book to read.

The Behaviour Support Assistant will monitor entries on Cpoms regularly and analyse for patterns of behaviour and report back to the Head Teacher **and shared with Governors periodically.**

If deemed necessary, any of the above stages maybe omitted on the basis of a teacher's professional judgement.

Rewards

We foster positive classroom environments at Heymann by encouraging a culture of respect, kindness, and cooperation among pupils. All staff are proactive in seeking opportunities to recognise and highlight positive behaviour choices that children make throughout the day. Staff consistently reinforce expectations and promote positive interactions, creating an atmosphere where children feel valued and motivated to make good choices. By noticing and mentioning positive behaviours, staff help to build pupils' confidence and strengthen their sense of belonging within the school community, contributing to a supportive and inclusive learning environment. Some ways we promote good behaviour are:

- Consistently good behaviour is rewarded with a postcard at the end of each half term. These are given to those children who have not appeared on CPOMs for a behaviour log or missed play. Each half term everyone begins with a 'clean slate'. To motivate children to achieve these postcards each half term there will be a new design awarded.
- Class teachers have their own in class arrangements for rewarding good behaviour. Throughout school, adults working with pupils may issue personal points/ticks, stamps, stickers, house point tokens, golden ladders, marbles in the jar, **wow moment cards** etc. for good behaviour as well as good work. As each member of staff issues points, stamps, stickers etc. this is seen to be an equitable system.
- All staff at the school can send children to see the head teacher or deputy head teachers for good behaviour or good work. Every member of staff nominates children for the weekly 'Celebrations Assembly' which celebrates good work and behaviour.
- Children are encouraged to bring in certificates and medals they have achieved outside of school for presenting in 'Celebrations Assembly'.
- Positive comments written on work as part of marking and feedback policy to encourage positive attitudes towards learning.

- Children's Choice certificates, nominated by pupils, are awarded each term along with Achiever of the term prizes and Achiever of the Year.
- Classes work towards class rewards such as extra playtime.
- House points are totalled termly and the winning house will get rewarded with extra playtime. At the end of each term the winning house will have an extra playtime. At the end of the year the winning house will have a treat morning or afternoon.
- Each week children from Year 2 upwards are chosen to go to 'Talking Heads' to talk about work they are proud of with the Head Teacher

Sanctions

It is the responsibility of the class teacher to liaise with parents at the first sign of a child's behaviour being of concern in order to foster a positive working relationship to support the child to improve their behaviour.

The class teacher or teaching assistant may:

- Withdraw privileges relative to misbehaviour.
- Log name in the behaviour log on CPOMS.
- Issue a missed play time - Missed Playtimes: If a child misses playtime they will be sent to the Hall at morning playtime where they will be spoken to by SLT. The teacher on duty will ask children to reflect on why they have been sent.
- Inform parents.
- Use a report card, or communications book with parents.
- Give time out e.g. outside area under supervision, another group, another class.
- Ask a child to sit by teacher.
- Give a reasoned explanation of why the behaviour is unacceptable, followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.
- Help the child to assist in rectifying the problem they have caused and rebuild relationships.
- Give a verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individual.
- Give a child work to be completed in their own time or at home.
- Send a child to another appropriate adult to explain their misbehaviour.
- Refer to a member of the Senior Leadership Team/Head Teacher.

Further Sanctions

In addition the class teacher can seek the involvement of the Head Teacher, who may impose further sanctions.

- Ask parents to escort children to and from the premises before and after school, on safety grounds.
- Fixed suspension
- Indefinite suspension.
- Permanent suspension.

Procedure for dealing with different categories of behaviour

All incidents, communication with parents and follow up will be logged onto CPOMS. See Appendix 5

	Example Behaviours	Behaviour support required	Possible sanctions and recording
Mild	Playground fall-outs, teasing, spreading rumours, name-calling, persistent low-level disruption, refuse to work, low impact on self and others.	UNIVERSAL: - Adult to listen to both sides and agree that there is a problem. - If children are agreeable, they are given time to see if they can sort out the problem between themselves. - If the problem cannot be solved, then an adult will arbitrate to solve differences. - Adult to follow up a few days later (3 or 4) to check that things are still ok.	- Use of classroom behaviour strategies - Part of play missed in Classroom - Time out in another classroom 'Behaviour Monitoring' tag on CPOMS
Moderate	Excluding from social groups, threatening behaviour, offensive body language, persistent refusal to work moderate impact on self and others. Repeated or escalated behaviours from mild examples. rough play, scuffles, accidental injury from silly behaviour	TARGETED: - If an incident occurs in the classroom the child involved can be immediately sent for time-out in another classroom. - Other children involved will always be spoken to by an adult on their own or with friends. - Once the matter appears to have been resolved the adult will follow up a few days later (3 or 4) to check that things are still ok. - Parents of the children will be spoken to by the school and will be invited to speak to the class teacher.	'Behaviour Monitoring' tag on CPOMS - Missed play in Hall, Missed play tag on Cpoms - Amber Behaviour Log - Time paid back – decided by Teacher
Severe	Fighting, injury to another person with intent, damage to property, racism, extortion, persistent stealing, cyber bullying, homophobic bullying. Biting is regarded as serious see attached risk assessment (appendix 3), high levels of impact on self and others. Depending on the nature of the behaviour, steps will be taken to support children as follows	BESPOKE: - Parents invited into school to meet with the class teacher and Head Teacher. - If the incident is of a racist nature a Prejudice Incident Report Form will be completed and procedures followed as detailed in the Equality Policy. - At the meeting, appropriate procedures will be agreed such as behaviour plan, involvement of the local police officer, working with external agencies, counselling etc. - Parents of the child experiencing the incident will also be invited to meet the class teacher and Head Teacher. - Appropriate support will be discussed for the child experiencing the incident such as counselling, work with external agencies, ways of them letting staff know if there are any further problems etc. - If the incidents continue then exclusion is a possibility. - Depending upon the nature of the incident it may be that the child who initiated the incident is removed from the child who is experiencing the incidents classroom, with work, until the incident is resolved. - A meeting between both children involved will be encouraged with adult presence. - The Head Teacher or class teacher will keep in regular contact with both parents for a few weeks following the incident and follow up regularly with the children involved to make sure that things are OK	- Red Behaviour Log resulting in missed play - Extended time missed i.e. lunchtime, multiple play times - Withdraw privileges relative to misbehaviour, e.g. representing school. - SLT involved

Unacceptable behaviour results in the stages of responses detailed and may also include withdrawal of privileges (such as clubs). Staff may deem it appropriate to miss out some stages of these responses should the severity of the incident require it.

Monitoring

The 'Behaviour Loggings' and 'Missed Playtime Log' will be monitored regularly for trends in behaviour so that these can be addressed. Children who receive 3 loggings in any half term period are tracked and the Behaviour Lead will liaise with class teachers to identify the issues and discuss relevant support. Follow up meetings are planned to ensure there are clear expectations and a consistent approach. Children who reach 5 loggings will have a letter sent home to parents/carers. Follow up letters will be sent to update parents on their child's behaviour. Children work towards a bronze, silver or gold sticker allowing children to be monitored over a minimum period of 1.5 terms to maintain an accepted level of behaviour. Any bullying behaviour will be dealt with as detailed in the 'Anti-Bullying Policy'.

The Head Teacher/Deputy Head and Behaviour Lead meet with all children at the beginning of a half term to reinforce behaviour expectations and encourage a fresh start. This enables personalised discussions to take place in class to target problematic behaviours occurring and also to recognise children who have made a positive change with their behaviour since the previous half term.

General

Serious assaults are recorded on the appropriate form and sent to the Health and Safety Executive.

Racist incidents should be discussed with Head Teacher (see Anti –Racist Policy). Threats and acts of violence should be discussed with the Head Teacher. The individual handling plan for a pupil should be kept under regular review. Specific policies for individuals should be circulated to all staff. Staff should avoid expression of physical comfort when alone with a pupil. Physical conduct should not be in response to or intend to arouse sexual expectations/feelings.

All new staff should read and sign the Code of Practice which details the do's and don'ts under difficult circumstances. All staff should read 'Advice and guidance to Schools and Local Authorities on Managing Behaviour and Attendance: groups at particular risk' (see staff handbook).

Suspension

Suspension will be carried out in accordance with LEA policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together. All parents have the right to appeal.

Prior to the suspension of a child these steps must be taken:

- Full consultation with parents well before the stage of considering suspension is reached unless in response to a serious incident.
- Full consultation with all relevant staff about the child's problems.
- Involvement of the child where appropriate including reasons for action taken.
- Discussion with the Educational Psychologist, Trust Inclusion Lead, Rushcliffe SEMH Partnership Team and/or outside agencies.
- An opportunity for parents to present their case.
- Pastoral support plan written.

Any pupils who seriously assault another child, or where it is deemed that their behaviour puts themselves or others at risk, will be suspended for a fixed period (up to 45 days per school year) or permanently at the discretion of the Head Teacher and Governors. Cases are dealt with individually; assaults on members of staff are regarded seriously.

Emotional and social behavioural difficulties

Children may struggle socially and emotionally for lots of different reasons. This may be short or long term depending on the individual child and their circumstances. To support children experiencing difficulties we:

- Talk to the child on a regular basis and handle sensitively, issues raised. This may be with the class teacher or teaching assistant or our Behaviour Support Assistant.
- Liaise with parents and outside agencies if necessary.
- Review adult interactions and offer different strategies and approaches.

Depending on the nature of the difficulty we set up individual programs for children such as:

- | | |
|-------------------------------------|--------------------|
| • Self esteem | • Bereavement |
| • Managing feelings/Self regulation | • Lego Therapy |
| • Play therapy | • Transition |
| • Friendship support | • Positive mindset |
| • Social skills | • Therapeutic art |
| • Anxiety | |

The above are delivered by trained staff in school. We may offer school support for 1:1 emotional support. We may also refer to MHST, CAMHS, Healthy Families, specialist bereavement counselling, the Educational Psychologist, Rushcliffe Primary Behaviour Partnership and other outside agencies for support for families and advice.

Parents are always consulted before any of the above support is put in place and they are kept informed of their child's development. If other children are involved in support groups, as positive role models, permission is gained from their parents

Transition

We support pupils throughout their journey from Nursery to Year 6, recognising that each stage of development brings new challenges and opportunities. As children progress through the school, behavioural expectations are introduced and reinforced in a developmentally appropriate way, ensuring consistency while allowing for age-specific support. Staff work closely to ensure smooth transitions between year groups to help pupils feel secure and confident. Particular attention is given to key transition points, such as moving from Foundation Stage to Key Stage 1, KS1 to KS2 and preparing for secondary school, with additional support provided where needed. This approach promotes a positive, respectful school culture and helps every child thrive socially and emotionally as they grow.

Social logs

Each class teacher keeps a Social Log for each child in their class on CPOMs. Any concerns regarding behaviour, friendship issues or concerns raised by parents must be recorded on the social record. Any concerns need to be reported to parents or, if appropriate, the Behaviour Support Assistant or the Responsible Person for Safeguarding.

-Individual behaviour programmes

Individual behaviour programmes are set up for those children requiring significant support to develop appropriate behaviour patterns. These are tailored specifically to the needs of the individual in the form of a Behaviour Plan or a 5 Point Scale (Appendix 1). Parents will be informed if their child has an individual behaviour programme and targets, rewards and sanctions will be shared with them. The class teacher, Head Teacher, parent/carer and child will be involved in reviewing and setting targets.

In rare occasions, to support behaviour, a flexible or reduced timetable may be discussed with Parents/Carers.

Behaviour that requires reasonable force

These incidences are rare but may occur. Reasonable force means using no more force than is needed to ensure that children are safe. This may mean standing between pupils to prevent them from hurting each other, blocking a pupil's path or guiding a pupil by the arm away from a classroom or an incident. Sometimes restraint may be used. This would only be used in extreme circumstances, e.g. when a child is doing something which may result in them being harmed or hurting others. Parents are informed of all incidents.

Reasonable force will only be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision or not of whether to intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstance. We do not require parental consent to use force on a child. However, should such a circumstance occur we would be in touch with parents to discuss the incident and develop a way forward. Further details can be found in (appendix 5) 'Use of Reasonable force'

Under the Education and Inspections Act 2006, all school staff may use force, as is reasonable in the circumstances, to prevent a pupil from doing or continuing to do any of the following:

- committing any offence,
- causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

While parental consent is not required for staff to apply restrictive holds, it is good practice to inform parents proactively if a child may require restrictive physical intervention.

For more information, please read the EQT policy on Positive Handling.

WHAT ABOUT OTHER PHYSICAL CONTACT WITH PUPIL?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of when touching a pupil may be proper or necessary:

- Holding the hand of a child at the front/back of a line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid
- When supporting EYFS pupils with toileting or pupils with an intimate care plan
- Responding to SEND pupils with a sensory profile

Allegations against school staff

Allegations of abuse will be taken seriously and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Portable Devices

Children are not allowed to bring electronic devices into school unless they have been told they can on a treat day or residential trip. Mobile phones can be brought in to school by Year 6 children but these must be handed in to the office on a daily basis and collected at the end of the day.

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- a. any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- b. misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Confiscation of inappropriate items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
2. **Power to search without consent** for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks

- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Staff can search pupils with their consent for any item.

At Heymann if any of the above items are found then parents and police will be informed so that appropriate action can be taken.

Lunchtimes

OPAL Play

Heymann participates in (OPAL), an Outdoor Play and Learning program. We recognise every child should enjoy high quality, meaningful play every day. Through the OPAL (Outdoor Play and Learning) programme, we provide structured, inclusive, and creative outdoor play opportunities that encourage cooperation, resilience, and problem-solving. Evidence shows that high-quality play improves social interaction, supports self-regulation and fallouts in play. By embedding OPAL principles into our daily routines, we aim to create a culture where play is a proactive strategy for promoting positive behaviour and reducing behavioural challenges. For more information see our school website.

The **Play Team** have a Behaviour Log book to record incidents. **The Play Team** will try to resolve most incidents. Severe, racist or violent incidents will be reported directly to class teachers or Head Teacher. CPOMS is used to log incidents.

Sanctions at Playtime and Lunchtime

The Play Team have a Playtime warning system.

MILD INCIDENTS

- Child's name put on Playtime warning book and brief note of the reason.
- If child's name appears in warning book again, within same playtime, they will be sent to the time out zone on the playground.
- If child continues with poor behaviour then name is put in the Behaviour Log and reported to class teacher. **Class Teacher to decide sanction.**

MODERATE LEVEL INCIDENTS

- Child's name put in warning book and sent to time out zone on the playground.
- If child continues with poor behaviour then recorded as Amber Behaviour Log and reported to class teacher and recorded on CPOMS. **Class Teacher to decide sanction.**

SEVERE INCIDENTS

- Recorded as Red Behaviour Log and child brought inside to see class teacher, parents informed and conversation logged. If poor behaviour continues parents invited to school to meet class teacher or if appropriate DHT or HT. Incident recorded on CPOMS.

If a child receives a behaviour log, an appropriate sanction will be given i.e. time out at lunch, missed play etc. **See 'Procedure for dealing with different categories', page 9.**

Linked Policies

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying Policy

- Exclusion Policy
- Special Educational Needs Policy (SEN)
- Equal Opportunities Policy
- Attendance Policy
- Safeguarding and Child Protection Policy and
- Disability Discrimination Scheme.
- E- safety Policy
- Feedback and Marking policy
- OPAL Play Policy
- Staff code of conduct
- Positive Handling Policy

REVIEW

This policy will be reviewed annually.

Appendix 1

5 Point Scale

5

- He leaves the classroom and refuses to return or may refuse to leave
- He runs around outside the classroom area
- He is completely non-compliant
- He damages property/equipment
- He wants to be noticed.
- He refuses to do anything he is asked to do.

If he continues to refuse:

- Ensure boundaries are safe.
- Let someone know that he has run outside.
- Deliver expectation, give space and time to return (do this twice if safe) allow time to respond, return for each invite. Ensure he can be still be seen
- If he still refuses ask another adult to support and notify SLT
- Let him calm before you talk to him. Make the conversation about what happened and what could he do differently next time. Guide and teach if he can't do this.

4

- He shouts out or answers back
- He swipes his equipment on the floor
- He says 'No' to time out
- He is not doing his work
- He tries to engage in a long conversation or plead to get what he wants
- He is persistently repeating step 3 behaviours

- Direct him to go to a safe place – calm area or outside
- Offer his calm box when necessary
- Use a timer to revisit. Limit engagement at this time until the timer is done
- Revisit and gauge whether more time is needed. If so, turn the timer again (up to 3 times)
- If he refuses offer time out in class or time out in another class
- Be clear about 'paying time back'
- Explain his ticks are rolling

3

- He pretends he doesn't hear you
- He continues to scribble/rip work and does not respond to warnings
- He has no eye contact
- He disengages from the task and refuses to do it.
- He hides under the table

- Scribe parts for him
- Break work expectation down into a much smaller chunk and praise if completed
- Give a timer for work. Tell him you will come back once the timer is finished. (Use shorter timer if needed but give time in between)
- Allow for small breaks when he needs it. Use a timer to control the length.
- Use 2 direct choices, "If you work your best then you will get a sticker". "If I'm worried you're not working your best then your name will go on the board".
- Allow space and time to respond
- Use 'I wonder if.... statements
- Encourage him to use his words and praise if he does
- Encourage him to have a clear working space
- Share the task with him
- Model the task
- Use steps for success to allow independent work. Include interim activities and rewards
- Use a timer for the length of expected work.

2

- His feet are up on the chair
- He plays with equipment on the desk.
- He fidgets.
- He starts to scribble

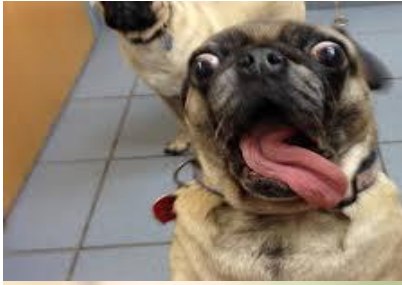
- Greet at the door. Allow discussion around this
- Assess mood and plan for this – settling job, pre teach,
- Encourage to take responsibility for belongings.
- Steps for success
- Praise the positives
- Model making mistakes so that he can see it is OK.
- Give verbal and nonverbal praise
- Explain things to him. Be clear in expectations
- Let him know who is working in the class the day before

1

- He will be in the classroom
- He sits still
- He will talk to you.
- He's happy for people to be in his space
- He's compliant
- He mixes with other children

Appendix 1

Emotions Scale



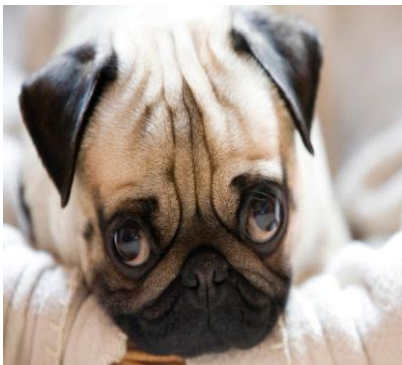
I punch out.
I can kick
I tip chairs
I swear
I write swear words.



I might shout.
I clench my fists
I hold my breath
I hide in the toilet



I rip my work up
I sometimes hide under
tables



I do heavy breathing
I rest my chin in my hand.
I hide my face
I can glare



I sing
I play with children
I play clowns
I smile

- Open the classroom door so I can go outside.
- Don't talk to me
- Don't touch me
- Leave the door open so I can come in when I'm ready and go to my Calm Down Basket.
- I will hand my Pug card to the teacher if I can. The teacher will hand me my Calm Down basket without speaking to me and I will take it to Pug Corner until I have calmed down.
- Don't touch me when I am angry.
- I will turn my card to green when I am ready to come out. Don't talk to me.
- Go to my calm down corner. Put my calm down basket near it so I can use it.
- In my basket I will have paper, crayons, pictures of pugs to colour, cuddly toy, fiddle toy, magazine to rip and a red/green card to show when I am ready to talk.
- Then I need to tell someone what happened.
- Ask me if I'm hungry or tired
- Let me draw
- Use my coaster calmers
- Do my birthday candle breathing
- Push the wall
- Hand squeezes
- Say name backwards/count backwards
- Stroke my palm
- visualisation
- I like my tick
- I like doing jobs for my teacher
- Walking the dog and fresh air keep me calm.
- Going out to play at school and home

Appendix 2

HOME-SCHOOL AGREEMENT

Our School Aims

We aim to provide a happy and safe environment in which our children can learn to:

- lead a safe and healthy life
- become responsible citizens
- respect themselves, others and the environment
- be life-long learners
- be economically aware and independent
- celebrate their individual strengths and talents
- achieve their potential

Ultimately we want our children to have positive, memorable experiences of school life.

STAFF: We will

Support children to do their best at all times.

Let the parents or carers know what is being taught to the child each term.

Let parents or carers know about their child's progress.

Encourage children to take care of their surroundings and others around them.

THE FAMILY: We will

Make sure that our child gets to school on time.
Call the office, tell the teacher or send an email if our child is absent or late.

Ensure our child comes to school regularly and avoid taking holidays during term time.

Come to Open Evenings to discuss our child's progress.

Work together with the school to achieve the school's aims.

Support our child in reading and homework.

Teacher's signature

.....

Date:

Parents or Carer's signature

.....

Date:

CHILDREN: I will

Be at school on time.

Wear the correct school uniform.

Have the correct equipment for the day.

Keep the school rules.

Be fair

Be honest

Be safe

Be kind

Be respectful

Read regularly at home and do my homework.

Child's signature.....

Date:

SR12- Risk Assessment Record

Operations/Work Activities covered by this assessment:		HUMAN BITES			Department/Service/Team:		Education							
Site Address/Location: Heymann Primary and Nursery School Waddington Drive West Bridgford Nottingham NG2 7GX														
Note: A person specific assessment must be carried out for young persons, pregnant women and nursing mothers														
Hazards Considered <i>Step 1 (Clause 3.1)</i>	Who might be harmed and how <i>Step 2 (Clause 3.2)</i>	Existing Control Measures: <i>Step 3 (Clause 3.3)</i>	Risk Rating			Further action <i>Step 3</i> <i>Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)</i>	Actions Step 4 (Clause 3.4)			Risk Rating				
			Likelihood	Severity	Risk Rating		who (Name)	when (Date)	complete (Date)	Likelihood	Severity	Risk Rating		
Infection sustained from a human bite	Staff, pupils, contractors and visitors may be exposed to infection from blood borne micro-biological organisms e.g. hepatitis B, hepatitis C, HIV and bacterial infections and blood borne viruses (BBV)	- History obtained from parent/carer to assess the BBV risks in children with a history of biting. - Individual plans with parents/carers and GP of child who repeatedly bites. - Staff to wear long sleeved clothing if caring for a child who bites regularly				Staff to be advised of procedures	LN	Nov 16						19
Consider if any additional hazards are created and control measures are required if this activity is undertaken in non-routine or emergency conditions							Review Date (Step 5) : November 18							
Assessors Signature:				Date: 20 November 2016		Authorised By:		Date: 20 November 2016						

Procedures for dealing with a bite wound

If the bite is particularly severe, urgent first aid treatment to control the bleeding will be required. In all cases where the bite has broken the skin the management of the wound should include the following:

Apply first aid:

- Wash and dry your own hands
- Use disposable glove
- Encourage wound to bleed, unless bleeding freely
- Wash wound thoroughly with soap and warm running water for 1 -2 minutes
- Do not scrub
- Dry and cover with dressing
- Seek medical advice
- If the bite is on the hand the arm should be elevated

If the biter has blood in their mouth

- Swill out with tap water

If the bite has not broken the skin wash the area thoroughly with water and soap

An accident /incident report should be completed including the following information:

- Who was bitten
- Who was the biter
- When and where the incident took place
- Who was present
- Any known immunosuppressant (problems with the immune system in the biter or person bitten)
- Any known allergies to medicines
- Any known infections or other medical conditions in both parties
- Whether the person bitten has an up to date tetanus vaccination
- If the biter or recipient has been immunised against hepatitis B

If the biter or the person bitten is known to have or is considered likely to have a blood borne virus (BBV) infection then refer immediately to the A&E department telephoning the department beforehand to alert them. Telephone the parents and inform them of the incident and ask them to accompany the child to A&E.

Appendix 4

Lunchtime Behaviour Record

Date & time	Child demonstrating poor behaviour	Victim of poor behaviour	Record of incident	Others involved/ witnesses	Sanction/ outcome	Teacher reported to	Staff name (print)

T-Teasing

NC-Name calling

F-Fighting/physical contact

B-Threatening Behaviour

V-Verbal abuse

R-Racial

D-Low level disruption

Appendix 5- Guidance on CPOM Recording

Recording

- parents/carers/unknown siblings = who they are ('Mum' 'Grandad' 'Carer' 'Aunty' 'Older Sister' etc.)
- staff = Initials (CW, LN, AD etc) add in brackets if not regular member of staff, e.g. 'FK (teaching student)' Initials for yourself- not 'I'
- children in school= first name only
- Outside agencies = full name and who they are e.g. 'Bev Turner (speech therapist)' Include contact details if relevant
- Logging an incident: include some context and the essence of incident. Add additional actions (emails, parent conversations, child discussion) as actions

Who to Tag

- Who needs to know?
- Office? SLT?
- Link siblings if family related
- Check who is alerted
- Social logs only alert Lynda and class teacher

Behavior Log:

- Only click one behaviour log subcategory

Categories of behaviour:

- **Social Log:** friendship, emotional issue,
- **Behaviour monitoring-** low level repeated, silly behaviour or first incident to monitor
- **Amber-** Moderate behaviour incidents, possible bullying
- **Red-** severe incidents, SLT involved, intent to harm, bullying (when confirmed)
- **Prejudiced based-** may also be behaviour- depends on context, age.
- Use professional judgement

Guidance on Wording:

- **Focus on observable behaviors**, not assumptions.
- Use **precise, factual descriptions**.
- Avoid emotional terms; **emotion introduces bias**.
- *Example:* Instead of "grubby clothes," describe: *"There were a number of stains on their t shirt."*