



HARVEY ROAD PRIMARY SCHOOL

MENTAL HEALTH AND BEHAVIOUR POLICY

This behaviour policy outlines Harvey Road School's approach to pro-actively supporting positive, 'pro-social' behaviour as well as how we support and manage anti-social behaviour. It is also recognised that mental health problems can underpin behavioural concerns.

We expect behaviour to reflect the values of Harvey Road School where we provide a safe and caring environment in which there is an atmosphere that is conducive to educational, social, emotional and behavioural learning.

Definitions

Pro-social behaviour is defined as relating to or denoting behaviour which is positive, helpful, and intended to promote social acceptance. This can be characterised by concern for the rights, feelings and welfare of other people and by the absence of anti-social behaviours.

Anti-social behaviour is defined as behaviours that cause harm to an individual, the community or to the environment (including property) It can cause injury, harassment, alarm or distress and may violate the rights of another person.

When children experience a range of emotional and behavioural problems that are outside the norms for their age over a period of time they are categorised as experiencing mental health problems.

1. Aims of the Policy

We believe that a culture of calm, dignity and structure will create positive behaviour where children will be:

- Resilient and supportive of good mental health and well being
- Considerate and kind
- Polite and friendly
- Helpful to each other
- Respectful and tolerant

Following the principle that pupils who have better experiences behave better we aim to:

- develop therapeutic frameworks within which initiative, morality, responsibility and sound relationships can flourish
- have a structure that has clear expectations of behaviour
- communicate social norms and routines clearly
- be reinforced through highly consistent consequences systems
- Reflect on how we provide appropriate support for pupils with SEND or with mental health concerns
- Have clear systems and processes in place for identifying possible mental health problems, including routes to escalate interventions

Staff and children should expect:

- Early identification using analytical tools
- Early intervention that specifically targets and supports individual needs
- Timely referrals to external professional support when required
- Clear expectations of practice and accountability

Equality and Equity

To apply a behavioural policy that treats all pupils the same is inappropriate and may be illegal. Harvey Road School will make reasonable adjustments to practices and expectations on behavioural matters in a similar way to the adjustments that would be made to a child that had a disability. This means that not every child will receive the same treatment or level of support, but will receive what staff feel is an appropriate strategy to meet the needs of the child.

Rights and Responsibilities

Parents, pupils and staff all play a vital role in ensuring that behaviour expectations are maintained. These rights and responsibilities should aim at all times to be mutually beneficial for every member of the community and are outlined as follows:

Our Pupils

Pupils have the right to:	Pupil Responsibilities
Be valued as members of the school community	Come to school on time, with homework completed, and suitably equipped for the lessons in the day ahead
Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns	Respect the views, rights and property of others, including the school itself and everything in it
Make mistakes which are an essential step towards successful learning	Behave safely in and out of class
Be treated fairly, consistently and with respect	Co-operate in class with the teacher and with your peers
Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon	Put effort into your learning
Be taught in a pleasant, well-managed and safe environment	Work as hard as you can in class
Work and play within clearly defined and fairly administered codes of conduct	Conform to the conventions of good behaviour and abide by all school rules
Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met	Understand that making mistakes is the necessary step towards making progress and that errors are not wrong but a part of school life (Learning to Learn)
Develop and extend their interests, talents and abilities	Seek help if you do not understand or are in difficulties
	Recognise the difference between right and wrong

	Accept ownership for your own behaviour and learning, and to develop the skill of working independently
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Our Staff

Staff have the right to:	Staff Responsibilities
<p>Work in an environment where children and parents are courteous and respectful</p> <p>Express professional views about a child and discuss opportunities for a child in connection with educational, emotional, social or behavioural developments</p> <p>Receive support and advice from senior colleagues and external professionals</p> <p>Be treated with care and dignity from all members of our school community</p> <p>search a pupil or pupils to ensure that children are kept safe and school policies are upheld (see point 8)</p> <p>Teachers can confiscate pupil's personal property without warning and without parental permission</p>	<p>Follow the whole school Behaviour policy</p> <p>Manage behaviour through effective prevention, identification and support strategies</p> <p>Teachers and all other staff within the school have the statutory responsibility to discipline pupils whose behaviour is unacceptable, who break school rules or fail to follow reasonable instructions (Section 90 and 91 of the Education and Inspections Act 2006)</p> <p>Teachers may implement a range of strategies for pupils where behaviour in or out of school is inappropriate</p> <p>Take responsibility for not only children in the class but every child in the school and treat all children with <u>equity</u>, irrespective of gender, race, religion, beliefs, sexual orientation, disability and ability</p> <p>Model acceptable behaviour</p> <p>Be sympathetic, approachable and alert to pupils in difficulty</p> <p>Provide bespoke support for children with SEND</p> <p>Share with parents any concerns they have about their child's progress or development</p>

Our Parents

Parents have the right to:	Parent Responsibilities
<p>A safe, well-managed and stimulating environment for their child's education</p> <p>Have their enquiries and concerns listened to and sympathetically and efficiently considered</p>	<p>Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's general</p>

Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child	wellbeing and/or medical needs or home circumstances
Be well informed about their child's progress and prospects at least termly	To support the school in the delivery of this policy
Be well informed about school rules and procedures	Act as positive role models for their child in their relationship with the school
Receive a broad, balanced and appropriate curriculum for their child	Attend meetings with the school as and when they are arranged
Be involved in key decisions about their child's education	Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead
Experience a suitably resourced school with adequate and well-maintained accommodation	Be aware of school rules and procedures, and encourage their child to abide by them
	To talk to your child about the school's expectations of behaviour and learning
	I will not upload comments or images that may offend
	Show interest in their child's classwork and homework, and where possible, provide suitable facilities for studying at home

Special Educational Needs Children and Disabilities (SEND)

Harvey Road School recognises that children with SEND are more vulnerable and are therefore more likely to be targets of negative behaviour. Under the Equality Act 2010, and in respect of safeguarding, the school community will work hard to protect these children.

Mental Health in Children

Staff at Harvey Road School are not qualified to diagnose mental health problems. However, we may observe children on a day to day basis and identify those behaviours that suggest that the child may be experiencing a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised. When appropriate, we may also contact outside agencies to provide additional, professional support. All information relating to this will be managed confidentially.

Promoting Pro-social Behaviour

Developing pro-social behaviour is the primary aim of this school. Such behaviour is expected in the classroom, around the school and on the playground. Staff will proactively manage this through a variety of positive strategies. Pro-active behaviour may be taught through:

- Discussing behaviour roles within relationships eg: friends, husbands and wives, pupil and teacher
- Role modelling behaviours and the impact of these on others

- Identifying and explaining the purpose behind consistency of expectations and routines
- Having a whole school approach to manage behaviour through talking to the child about what they could do, presenting clear strategies to support
 - have a joint script that uses phrases and questions that promote reflection. **(See Appendix 1)**
 - have a joint script that de-escalates children who are in a high state of anxiety **(See Appendix 2)**
 - Use positive language that builds the child's confidence

However, what motivates and inspires one child may not be the same as another. It is therefore appropriate to offer a wide range of strategies that may include:

- strategies designed to increase motivation and recognition of effort for all children
- praise from all staff that is specific and focused on the event or action that occurred
- Regular post-event and/or pre-event analysis of behaviour (e.g Circle Time)
- Other whole school strategies may include showing good work to the Headteacher or other teachers, holding a weekly award assembly for certificates, trophies and House points

Managing Unsocial behaviour

Unsocial behaviour is characterised by children behaving in such a way that there is no intention by the child to annoy or upset another person but does so inadvertently. Examples of such behaviour may include, but not be limited to; not looking at the adult when being spoken to or fidgeting with something when listening to an instruction.

A number of different strategies may be put into place by staff to support the child. This may be in consultation with parents.

Anti-social Behaviour

Children are always encouraged to see the consequences of their actions and reflect on how this impacts on themselves and others. When managing anti-social behaviours staff will always consider the emotional state of the child and attempt to identify where the negative feelings have come from. Such behaviours may include explosive, aggressive or oppositional behaviours but they may also include withdrawn, remote, isolated or indiscriminate or coercive behaviours or where a child is excessively seeking attention, body rocking, or not recognising elements of their own behaviour or emotions. In such situations staff will:

- use a shared script that uses phrases and questions that promote reflection. **(Appendix 1)**
- use a script that helps to de-escalates children who are in a high state of anxiety **(Appendix 2)**
- Carry out an assessment that will provide support for the child's needs (See Managing Anti-social behaviours below)

Managing Anti-social Behaviours

The management of anti-social behaviour will be carried out by the class teacher. The vast majority of anti-social behaviours seen in school will be managed through strategies managed by the teacher that may not require a formal response. When necessary, a record will be kept of a child's behaviour that will be written in the class 'Incident File'. This file will be located in each classroom and the Headteacher will review it regularly.

However, there will be times when we see behaviours that are a greater cause for concern due to either their severity, frequency or nature. The approach staff will take in dealing with anti-social behaviours will

be in managing the 'consequences' of a child's actions. At any time through this process, the class teacher may speak to parents to ensure that a positive partnership supports the child's progress. The process below outlines what the lead teacher will do, using a graduated response plan:

Assessment Area	Graduated Response Plan (GRP)
Identification	Use data that may indicate trends such as: assessment information; attendance; playground incidents
	Pastoral Information: gather and record members of staff who have had contact with the child and can add details of the child's behaviour
Analysis	Carry out observations and gather information using the Conscious and Subconscious behaviour checklist, Anxiety Mapping tool and/or the Roots and Fruits assessment as appropriate
Planning	Following the analysis of the information, identify specific strategies that will provide a structured and consistent approach using the Risk Reduction Plan (Appendix 3)
Review	Assess the effectiveness of the GRP looking at changes that have been made to behaviours and, where necessary, adapt the GRP whenever appropriate

A Graduated Response to Anti-Social Behaviour

It is important to recognise that some anti-social behaviours are more serious than others. Furthermore, the frequency and context of these occurrences may also have a bearing on the sanctions imposed. The table below gives some examples:

Level	Anti-social Behaviour types	Consequences/Actions
1 Low	<ul style="list-style-type: none"> • Behaviour that contradicts the school values • Poor effort • Disruptive fidgeting • Inappropriate interruptions • Distracting others • Disruptive noises • Unkind remarks • Telling lies • Deliberately annoying others • Bad language (one off) • Answering back e.g. questioning a situation • Improper use of school equipment e.g. using a ruler as a sword • Wandering around the room during work time • Dropping litter 	<ul style="list-style-type: none"> • Reminder of values and expectations • Move places within the class • Possible involvement of SENCO • Praising other children doing the right thing • Apologies to staff or other children • Teachers use of 3 step strategy: <ul style="list-style-type: none"> o Verbal warning o 1 to 1 conversation with the child o Time out for reflection • Loss of playtime (at break or lunch) • Related consequence e.g. re-do work
2 Moderate	<ul style="list-style-type: none"> • Persistent level 1 behaviour • Deliberately and persistently hurting another child either physically or emotionally • Serious misuse of school equipment e.g. scissors • Dangerous play • Refusing to work • Intentional mistreatment of toilet, wash basin or paper towels 	<ul style="list-style-type: none"> Teacher to consider carrying out a Graduated Response Plan • Send to SLT member for time out to reflect • Lose whole playtime (lunch) • Eat lunch away from peers • School service • Possible involvement of SENCO • Inform parents via a face to face meeting or a phone call if this is not possible the same day

3 Serious	<ul style="list-style-type: none"> • Persistence in relation to behaviours listed under level 2 • Higher level deliberate physical harm e.g. kicking, hitting, spitting • Throwing objects that could cause harm • Vandalism • Stealing • Inciting other children to misbehave • Swearing (intentionally) • Possession of inappropriate material or objects • Pupils who are found to have made unfounded, malicious accusations against school staff • Children intentionally using racist, colour, belief, gender, sexual orientation or disability language (Discrimination) • Verbal abuse to an adult (of any sort) • Any form of bullying including cyber bullying (see Anti-Bullying policy) 	<p>Teacher must carry out a Graduated Response Plan. Consequences may include, but will not be limited to a range of actions that goes towards addressing the area(s) of concern such as:</p> <ul style="list-style-type: none"> • Send to Deputy Head for time out to reflect • Period of internal exclusion – learning away from the class • Lose playtime for a series of lunchtimes • Eating lunch away from peers • Inform parents via a face to face meeting the same day • Possible involvement of SENCO <p>Parents must be involved in agreeing to support the shared targets that have been identified in the GRP</p>
4 Very serious	<ul style="list-style-type: none"> • Persistence in relation to behaviours listed under level 3 • Aggression towards adults (of any sort) • Serious injury to someone else with intent • Possession of harmful substances or a weapon • Repeated violent behaviour towards children or adults 	<p>A review of the GRP will take place with the likely involvement of an external professional. In addition to this support will be available from:</p> <ul style="list-style-type: none"> • Deputy Headteacher involvement • Parents informed and involved in the setting of the GRP (Detailed letter and phone call) • Possible exclusion (either internal, fixed term or permanent) • Possible reduced timetable
5 Extremely serious	<ul style="list-style-type: none"> • Persistent behaviours listed under level 4 	<p>Permanent exclusion</p>

If a child's behaviour endangers the safety or wellbeing of others the class teacher may stop the activity and prevent the child from continuing in that task for a period of time. If a child threatens, hurts or bullies another child, the class teacher will record the incident and act in accordance with the appropriate behaviour or anti-bullying policy.

6. Monitoring behaviour

Records will be kept relating to behaviour incidents and concerns which the Headteacher will monitor. The Headteacher will produce an annual report to the Governing Body detailing the number of incidences of anti-social behaviour recorded including racial abuse.

7. Use of physical Restraint

At Harvey Road School the use of reasonable force and physical restraint will only be used as a last resort where other interventions have not worked. The 1996 Education Act permits the use of reasonable force to restrain a pupil to prevent them from committing an offence, damaging property or to maintain good order and discipline in the classroom. Any physical restraint used will always be the minimum necessary to achieve the desired result. Staff will only physically intervene with a child to either prevent injury to other people or when the child is at risk of hurting themselves. Please refer to the Physical Intervention policy for further information.

8. Searching Pupils and Confiscation of Items

If appropriate, teachers may search a pupil or pupils to ensure that the school community are kept safe and school policies are upheld. If this is necessary a second member of staff will be present. Wherever possible, it will be carried out sympathetically and by someone of the same gender.

Confiscated items may be retained or disposed of by the teacher but such circumstances should be reported to the Headteacher and a dialogue held with the pupil's parents in regard to whether the item will be returned and under what circumstances.

Other Services

Where required, Harvey Road School may expect parents and pupils to seek and receive support outside of the school. This may include the GP, NHS services, trained professionals working in Child and Adult Mental Health and/or voluntary organisations. Value is also placed on good relationship with the police and liaison is encouraged. With parental permission, police may sometimes be used to support behaviour management strategies. All criminal activities will be reported to the police.

Discipline beyond the School Gate

Where relationships and/or circumstances within school are adversely affected by events outside of school, the school may take steps to intervene, investigate and resolve matters. Teachers have the right to discipline children about behaviour even when the action has not been carried out on the school grounds or during the school day.

Unacceptable behaviour outside of school that is either witnessed by a member of the school staff or is reported to the school should be responded to in a reasonable way. Such misconduct that the school may well respond to can include situations that:

- may have repercussions for the orderly running of the school;
- pose a threat to another pupil or member of the public;
- could adversely affect the reputation of the school;

Racist Behaviour

At Harvey Road School we use the following definition for recording and responding to racist incidents:

"any incident which could be perceived to be racist by the victim or any other person"

Consequently, any incident which is perceived by anyone to be racist will be investigated, recorded and monitored as such. This designation does not necessarily mean that racism has occurred.

In investigating any incident as defined above the school will be seeking to establish whether any behaviour, language or expression has occurred which has **caused harm or offence** in relation to colour, culture, ethnic group or religion. In some incidents it may be found that the motivation was to cause harm or offence, in others it may have been unintentional, but both would still be recorded. Intentionally racist behaviour will be dealt with differently to unintentional incidents. For example, younger pupils may unwittingly use offensive language which they do not understand and did not intend.

It is important to note that racist incidents and racist bullying can be subtle and may not always be racially explicit. These kinds of incidents can be just as damaging to victims as explicit racism. Pupils may also suspect the motives and intent of their fellow pupils when perfectly acceptable language is being used. Importantly, wherever offence is caused it needs to be understood and resolved, and where it concerns elements related to colour, culture, ethnicity or religion it will be recorded as a racist incident.

Some racist incidents involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity or religion. Where such an allegation is made this too will be recorded and investigated as a racist incident.

Appendix 4 provides the pro forma for recording and investigating racist incidents.

Fixed Term and Permanent Exclusions

There are many different consequences that are available to use with children who are not following school expectations on behaviour. Exclusion is a last resort and is only used in exceptional and extreme circumstances. In all cases, Harvey Road School will balance the interests of the pupil against the mental and physical health of the whole school community.

The school has adopted the standard national list of reasons for exclusion along with the guidance, guidance and statutory guidance and regulations on exclusion (DfE September 2017) This guidance is referred to in any decision to exclude a child from school. This document can be found at: <https://www.gov.uk/government/publications/school-exclusion>

However, the Headteacher may decide that an exclusion is an appropriate action to take. Exclusions may be internal, fixed term or permanent depending on the frequency and/or severity of the incident(s). Internal exclusion is where a child is isolated from other children for a period of time and receives 1 to 1 support. Fixed term exclusions may be an exclusion of up to 5 consecutive days and no more than 45 days in any one academic year. A permanent exclusion is where the child is removed from the school roll and is no longer a member of the school.

Behaviour(s) that fall within a very serious (level 4) or extremely serious (level 5) category may, at the discretion of the Headteacher, lead to an exclusion.

If the Headteacher excludes a child, he will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body (through the Chair of Governors) about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Harvey Road School has an Anti-Bullying policy which should be read in conjunction with this policy.

This policy will be reviewed every year.

N Rowlands
Headteacher

Reference documents:

Mental health and Behaviour in Schools 2018

Behaviour and Discipline in Schools 2016

Date of policy: March 2019

For review: March 2020

Appendix 1

Questions that Promote Good Pupil Self-Evaluation

What did you think would happen?

How did the other person feel?

What do you think will happen now? Consequences

Was there any other way of getting your desired outcome using pro-social behaviours?

How would using this pro-social behaviour have helped you?

What would you do differently next time? (This may need breaking down into manageable steps)

Appendix 2

Dialogue that can de-escalate situations

- Learner's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and

Individual Risk Management Plan

Appendix 3

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond

Post incident recovery and debrief measures

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Racist Incident Record

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Incident (indicate those that apply)

Date of Incident: _____

Please tick all elements which apply in your understanding of the incident(s):

	Provide details Where Relevant
Ability	
Age/ Maturity	
Appearance	
Class/Socio-economic	
Learning Difficulties and	
Ethnicity/Race*	
Religion/Belief*	
Institutional Racism*	
Gender	
Homophobia	
Sexualised	
Size	
Other	

2. Method of Harassment (indicate those that apply)

Perception of individual: feelings of being	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – Please also record where appropriate:

- Adults as targets or perpetrators/Perpetrators from outside the school community
- Children/young people who are children looked after (CLA) or who have learning difficulties or disabilities

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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4. Description of incident(s)

Please give a precise account including places, date, times and any witnesses. Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings).

N.B. Indicate if it is a repeat incident and if a serious incident referral should be made to the local authority.

5. Action taken:

Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

Delete italic options where applicable	✓	Any details (e.g. dates)
Headteacher		
Chair of governors		
Form tutor/class teacher		
Head of year		
'Target' parents/carers notified by <i>letter/telephone/in</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the		
CAF initiated for target/offending person		
Local authority: SEA/SIP, anti-bullying adviser or		
Police (crime no. / incident reference no.)		
'Offending person/s' parents/carers invited to the		

7. Date for monitoring progress of those involved

Follow up on the incident and check that all parties are progressing well academically and socially

Date:

8. Reporting member of staff:

Name:

Date:

9. Outcomes/actions from follow up

Date: