



HERON HILL PRIMARY SCHOOL

BEHAVIOUR POLICY¹

2022/2024

At the time of publishing the following roles were held:	
Designated Safeguarding Lead	Trish Merritt
Deputy Designated Safeguarding Leads	Michelle Wilkinson, Naomi Jones
Designated Teacher for looked-after or previously looked-after children	Naomi Jones
Designated Mental Health Lead	Carly Dodd-Hemingway
Governor with Safeguarding responsibility	Kathryn Ritchie
Pastoral Learning Mentor/Pastoral Support Worker	To be appointed

Approved by	
Committee	Policies Review
Signed:	J Cottam
Date:	May 2022
Review date:	April 2024

¹ This document is based on Behaviour and Discipline in Schools Advice for Headteachers and School Staff, DFE January 2016

BEHAVIOUR POLICY

This policy weaves into the fabric of our school's vision and values.

Our school motto "***learning together, playing together, growing together,***" is the goal we strive to achieve every day; to provide opportunities for each and every child to learn and develop fully and reach their potential to become confident and independent learners.

We want each and every child at Heron Hill School to:

1. Feel happy and safe
2. Respect and value themselves and others
3. Celebrate diversity in school, our community and beyond
4. Succeed through challenging and inspirational learning
5. Grow into independent and responsible individuals
6. Develop a lasting appetite for learning and to look forward to their future with confidence

Our key values can be summarized by: Respect, Responsibility, Relationships.

Statement of Principles

This policy reflects our commitment to ensuring our pupils develop excellent life skills and is:

- To create a safe and caring environment.
- To develop pupils' self-discipline, full potential and independent learning
- To promote personal, social and citizenship education in school and outside of school
- To recognise, reward and emphasise positive behaviour
- To provide a consistent framework for all children's behaviour
- To involve parents and gain parental support (throughout this policy, the word 'parent' includes parents and carers)
- To enable the children to learn
- To provide an effective environment for all children to learn
- To raise children's self-esteem through a positive reward system
- To prevent bullying

Context

This policy is to be read in conjunction with other related school policies:

- Health and Safety
- Child Protection
- Attendance
- Equality Objectives
- Special Educational Needs

Classroom Management

The school has a number of rules but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work and play together with the common purpose of helping everyone to learn. The way in which all adults in school conduct their relationships and professional duties must be included as part of the whole picture. We will actively seek to optimise such opportunities to demonstrate and emphasise appropriate and acceptable behaviour in all we do in school.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly, taking into account their individual needs.

Our Behaviour Policy is based on the following factors, each outlined in different sections within this policy:

- Behaviour for Learning
- Rules
- Consistency
- Rewards
- Sanctions/consequences
- Respect and restorative relationships
- Responsibilities and Accountability

Behaviour for Learning

Behaviour for Learning is not just about children behaving well but about being encouraged to listen, speak, and participate; not just good orderly behaviour but also good learning behaviour. Teachers have a shared dialogue to promote excellent behaviour for learning which embed three of our key school values:

- respect
- responsibility
- relationships

In our classrooms, we are consistent in strategies to encourage children to be independent in their thinking, responsible for their own learning and reflective of their own attitudes and commitment to improve.

The Pastoral Learning Mentor supports pupils to understand and engage fully with the school's learning ethos.

Rules

The school rules were devised by the school council in consultation with their peers. These rules are clearly visible throughout school. All children are taught the importance of following the rules in order to create a safe and happy environment for everyone.

We live our school values:

- We respect, we are responsible, and we have good relationships
- Always listen to adults in our school and to each other
- Follow instructions
- Be proud of our uniform and our school

Each classroom has established, with the involvement of the pupils, a set of classroom rules based on these above. These rules are displayed in the classroom for all to see and are referred to regularly. (See Appendix 1 for more detailed rules.)

Behaviour strategies and the teaching of positive behaviour

Consistency

All staff understand the need for consistency in creating a successful learning environment. Rules must be followed throughout the school day and the children know the rewards and sanctions that are in place. All children are treated fairly. We are inclusive, some children however with Special Educational Needs may require specific behavioural strategies and consequences.

It is expected that teachers and other school staff:

- Support the Behaviour Policy
- Support the whole school agreement towards positive behaviour management
- Should ensure that their lessons are well planned and meet the needs of all learners
- Are consistent in their approach to all pupils
- Pupils are taught about the importance of taking responsibility for their own actions and how their responses effect those around them
- Pupils are given a choice and asked to consider their actions before making negative decisions
- Where appropriate pupils are given strategies or areas within school to 'calm down' and reflect before making an inappropriate decision
- Pupils are taught through a values-based curriculum
- Include PSHE lessons discussions on behaviour issues/teaching of emotional stability
- Teach skills necessary for good behaviour and behaviour for learning – embedded throughout the curriculum and also taught discreetly
- School staff act as role models
- Identify and reward good behaviour
- The teaching staff treat each child fairly. They treat all children in their classes with respect and understanding
- Time is planned into the school year for class transitions so that pupils can become familiar with their next class teacher these may also include a transition plan being put in place for key pupils which involves meeting with the parents
- Clear systems are in place to induct our pupil into EYFS this includes: home visits, stay and play sessions, induction afternoons and meetings, contact (sharing or information) with nursery providers
- Identify children that need extra help/support with their behaviour/emotions and liaise with the Pastoral Learning Mentor and where appropriate with help/advice from external agencies

Rewards

The school rewards good behaviour. This will develop an ethos of kindness and cooperation. We praise our children in a variety of ways:

- Verbal/non-verbal praise
- Eye contact and smiling!
- House points, pom-poms, tickets, marbles
- Special responsibilities
- Positive visit to other teachers (Senior Leadership Team (SLT) or any other teacher)
- Selected by class teacher for award with a certificate or badge for the celebration assembly
- Stickers from Headteacher/class teacher for good work or behaviour
- Positive meetings and phone calls with parents
- Short extension of playtimes
- Key Stage 1 give an extra 5 minutes playtime on one afternoon each week for children with the best behaviour. They additionally use a longer term 'marbles in jar' system; marbles must be earned by the whole class. Once 50 marbles have been earned the class has an afternoon treat which is curriculum related, e.g. an art activity, large equipment in PE time, cooking activity or similar.
- Key Stage 2 have half-termly rewards for all children unless they have received a lost chances slip and/or lunchtime detention during that half term.

Sanctions/consequences

Each child begins each half-term with a clean slate and sanctions are not carried over.

- In Key Stage 1 every child starts the lesson on the sunshine.
- Children will have non-verbal and verbal reminders for low level behaviour. If the classroom rules are not being followed, they are reminded what task they should be doing. Key Stage 1 children may be asked to complete missing work for 5 minutes at break time.
- If they get two reminders, they are moved on the reward chart (rainbow). They move places for 5 minutes' time out in class.
- The third reminder moves them to the red area (sad face or equivalent). They have a 10-minutes time out in another classroom (taking their work with them). The class teacher will reinforce the behaviour expectations when the child returns to class.
- Years 3-6 children have increased degrees of sanctions. The above rewards and sanctions are assumed to be current practice.
- If unsuccessful, the pupil receives a lost chances slip. For a first Lost Chances Slip (that half term), the child will lose the first 15 minutes of the reward time. For 2 Lost Chances Slips the child will lose 30 minutes of the reward time. (At this point, parents will be notified via the home-school book that any further sanctions will mean that their child will not attend the reward time). A third Lost Chances Slip and/or a detention during the half term means that the child will not take part in the reward time at all. Detention will be on the same or following day.
- The pupil may be sent to SLT or another teacher.
- Senior leaders will debrief the class teacher and work alongside staff and parents to ensure consistency, consideration and high expectations.
- At their own discretion, teachers may issue a weekly report card which ensures a child checks in with a senior leader or other teacher before break, lunch and the end of day for an initial/smiley face to denote acceptable standards or behaviour. This will be sent home each night to be returned and reviewed at the end of the week.
- Parents are contacted about their child's behaviour if it is deemed necessary or appropriate to the situation. They may be asked to meet with the class teacher and/or senior leaders to discuss this further.
- Transition arrangements for children with specific needs will be coordinated carefully with the SENCO.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

We recognise that this approach does not always work with children who have specific behaviour needs. For these children school implements an individualised system based upon advice from specialist agencies and is outlined in their IBP (Individual Behaviour Plan). We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The member of staff will always consider whether the punishment is proportionate. This will be directly related to what they have done and will help them to learn how they can put things right. This links to the restorative approach, which teaches children to see the results of their actions and how they need to make amends.

Sanctions outside the school gate

This context may include:

- Taking part in any school organised or school related activity (e.g. school trips, sports matches)
- Travelling to and from school
- When the child is wearing school uniform or in some other way identifiable as a pupil at the school
- Behaviour that could have repercussions for the orderly running of school

- Behaviour, which could pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

Exclusion

In some cases, school may use temporary or permanent exclusion for persistent disruptive behaviour that does not allow children to learn or teachers to teach. Although unlikely, in an extreme case where a pupil has possession of drugs, alcohol, fireworks, pornographic images, weapons, or any article that has been or is intended to be used to commit an offence, the police will be involved. For these extreme cases the school will use permanent exclusion.

We firmly believe that this should only be carried out if all other sanctions have failed. A child who may be in danger of being excluded will usually have been identified by the school and will most likely have their own Individual Behaviour Plan (IBP).

The decision to exclude is taken by the Headteacher and this may be a fixed term or permanent exclusion. The Headteacher will consider the circumstances, evidence available and the need to balance the best interests of the pupil against those of the whole school community. Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded **pupil** from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that **schools** will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

Prevention of bullying

Bullying is unacceptable at Heron Hill Primary School and is taken very seriously by all members of staff. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

There is no legal definition of bullying, however, the Department for Education website says it is usually defined as behaviour that is repeated, intended to hurt someone either physically or emotionally and is often aimed at certain groups, for example because of race, religion, gender or sexual orientation. It takes many forms and can include physical assault, teasing, making threats, name calling and cyberbullying (bullying via mobile phone or online, for example email, social networks and instant messenger). <https://www.gov.uk/bullying-at-school/bullying-a-definition>

To prevent bullying and deal with any incidents of bullying, we employ a range of strategies:

1. Circle Time
2. Assemblies linked to our school values
3. PHSE curriculum which ensures characteristics are protected according to the Equality Act 2021
4. Staff monitoring areas within the school or playground

5. Staff support by senior leaders and SENCO and training
6. SLT discuss CPOMs entries weekly
7. Governors are informed termly of incidents of bullying

Power to use reasonable force

Teachers will use reasonable force to physically separate pupils found fighting or stop a pupil hurting others or if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

What is reasonable force?

This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

See DFE use of reasonable force 2013, <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Relationships and Restorative Approaches

We believe that by developing excellent relationships we are promoting a school environment where everyone is treated with respect and trust. Children are taught the difference between right and wrong.

The school adopts a Restorative Approach to questioning, each adult is encouraged to use prompt cards to support restorative conversations: This works as a staff-agreed line of questioning:

- What happened/what's happening?
- What were you thinking/feeling at the time?
- What do you feel/think now?
- How have you and the others been affected?
- What do you need?
- What do you need to do to put it right?

Roles and Responsibilities

Record keeping

All records of behaviour (which may include bullying allegations, homophobic or racial incidents) are kept on CPOMs. Where appropriate the CAF process will be initiated to access further support for the family and pupil e.g. through Early Help, Quality First Teaching, Well Being service or medical services, paediatrician, CAMHS. School accesses external agencies such as counsellors, Kidsafe trainer, PCSOs (online and anti-bullying support), Domestic abuse support worker, Young Carers, Action for Children, speech and language therapist, social services, Educational Psychologist, pastoral support (accessed through KCP) health visitor, etc to support different needs for the pupil and family. Where appropriate IBPs (Individual Behaviour Plans) are put in place to support the pupil.

The Governing Body

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of inequality.

The Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school's Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. These actions are taken only after the school governors have been notified.

The role of the teachers, teaching assistants and other paid staff

It is the responsibility of all staff to ensure that the school rules and classroom rules are enforced and that children behave in a responsible manner during lesson time. All staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. All staff treat each child fairly, showing respect and understanding of individuals. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents themselves in the normal manner. However, if misbehaviour continues, the class teacher filled in an ABC form (which will outline a reflection on antecedent, child's behaviour and consequence). The teacher will seek help and advice from the SENCO, Deputy Headteacher or Assistant Headteacher. The teacher keeps the senior leaders apprised of any substantial cases on CPOMs. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or a behaviour support service. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Behaviour procedures may follow between school and parents. For example – home school behaviour report card.

Parents and Carers

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school induction information and on the school website, and we expect parents to read them and support them. We expect parents to support their child's learning, and to cooperate with the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact deputy or the assistant Head teacher, and then the Head teacher, and then the school governors.

Pupils

School Council input to this section of the behaviour policy:

School Council agreed that the main values are Respect, Responsibility and Relationships and that all other values could be linked to these main three. They then spent time in pairs grouping all of the other values under these three themes.

We then discussed the order that the values should go in and came to this group decision by voting:

1. Respect (they felt this was central to everything else and that if we all showed respect all the other values would follow on from this).
2. Relationships (they felt that school had an important role to play in teaching children how to have good relationships so that they had a positive school experience and that this would prepare them well for adult life).
3. Responsibility (they felt that if you could learn to be responsible at a young age then you were more likely to grow into a responsible adult).

Appendix 1

Detailed rules

- a) In class you make it as easy as possible for everyone to learn and for the teacher to teach. Be courteous and orderly, listening carefully and concentrating on the tasks set for you.
- b) You move gently and quietly about school at all times. This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass.
- c) You always speak politely to everyone and use a quiet voice.
- d) You keep the school clean and tidy, so that it is a welcoming place we can be proud of. This means taking great care of the displays, especially other people's work.
- e) You always respect and take care of the property of others, and of the school. This is especially important in the cloakrooms where it is often crowded. Never take anything which does not belong to you (this is stealing).
- f) The way in which we speak to each other should show respect. Bad language must not be used at any time.
- g) There is no place for any physical aggression. This means that any form of punching, kicking etc are unacceptable behaviour, even if in retaliation. Bullying is not tolerated. This includes cyber (online) bullying and relational/emotional bullying.
- h) You usually only eat food in the school hall or fruit/healthy snack in the playground unless it is a special occasion or lesson.
- i) You play sensible games. Consider safety in games. Respect the games people play outside and where they play them.
- j) You are encouraged to report incidents of bad behaviour in school to a member of staff. If you are concerned an incident has not been reported, let the class teacher know.

Lost Chances Slip:

CHANCES SLIP (Any member of staff)	
Name of Child	
Class	
Adult Reporting	
Date and Time	
Comments	
<i>A Lost Chances slip is given after a verbal reminder and explanation to the child as to why a behaviour is not acceptable from supervising adult. A final reminder is given, then if the child does not comply, a LC slip is issued in line with the school's Behaviour Policy.</i>	

Next step: All teachers agree from the start of 2022 what the three-traffic light displays in each class. The consequence will have three layers of warning one verbal and two visual. The implementation of this will be consistent across Key Stage 2.