

Heron Way Primary School Behaviour Policy

Date	Review Date	Coordinator	Nominated Governor
Mar 21	Mar 22	SLT	FGB

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- Crime and Disorder Act 1998
- School Standards and Framework Act 1998
- Education Act 2002
- Anti-social Behaviour Act 2003
- Education Act 2005
- Education and Inspections Act 2006
- Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Education (Penalty Notices) (England) Regulations 2007
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- Education (Penalty Notices) (England) (Amendment) Regulations 2012
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Education (Independent School Standards) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)
- Equality Act 2010: Advice for Schools (DfE)
- School attendance parental responsibility measures: Statutory guidance for local authorities, school leaders, school staff, governing bodies and the police (DfE)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

At Heron Way Primary school we are committed to enabling all children to access education successfully. This is an "inclusive" process; part of this commitment is concerned with establishing a

high standard of behaviour throughout the school. The way in which children and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach contributes directly to both social and learning outcomes.

The aim of the school is:

- To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others.
- To praise and reward positive attitudes to behaviour and work to maintain fairness and consistency, whilst encouraging self-discipline.
- To help children develop an understanding that change is possible and that there is no-fixed behaviour pattern.

We recognise that high standards are best promoted when everyone (staff, parents and children) has a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

Our Vision: everyone can step into the unknown and excel.

Our Mission: We provide a well-rounded education by inspiring and nurturing resilient individuals to be happy and confident with the choices they make in life.

The above are underpinned by the following agreed set of values:



ACHIEVE



RESPECT ²



RESILIENCE

PRINCIPLES of Behaviour:

- Every child has the right to learn but 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.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- There is a whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- We will ensure effective communication systems, which minimise confusion, conflict or stress.
- Where there are significant concerns over a pupil's behavior, we will share the strategies we use with parents and staff; working on an active partnership to promote good behaviour.
- We will use early support for developing problems, to try to minimise impact on future learning or before a pattern of behaviour becomes a habit.
- Strategies may be recorded in an Individual Learning Plan.
- Bad language is always considered to be unacceptable behaviour.
- When appropriate we will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues and initiatives through CPD, which is organised by the SENCO and SMT.
- We will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas to all staff.
- There will be a whole school approach but with regard for individual circumstances.

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.



BEHAVIOUR POLICY

At Heron Way Primary School, discipline is recognised to be a collective responsibility between parents, staff, Governing Body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and children and that it is consistently applied. If this partnership is working effectively then we expect:

Parents will:

- Ensure that their child attends school regularly, is on time and is properly equipped.
- Let the school know of any concerns or worries that may be affecting their child's learning, behaviour or ability to do homework, as this can then be resolved quickly.
- Keep the school informed of any concerns or problems which may affect their child's work or behaviour
- Support their child in homework and other opportunities for home learning.
- Get to know about their child's life in school by attending Parents Evenings, Open Afternoons, PTA Events and any relevant information sessions.
- Attend meetings with their child's teacher and other staff, aiming to be positive and productive, working towards moving their child on in their learning.
- Support and work with the school to ensure that the behaviour management policies of the school are maintained, particularly with regards to their child.
- Encourage a positive attitude towards their child's education and the school. If they have any concerns, they will come and discuss them with us to work out solutions and move on.
- Read all information sent home as this gives them important details of relevant policies, meetings, workshops, activities, newsletters and open days

Staff will:

- Model good behaviour.
- Actively build trust and rapport – they have to be earned; they're not given.
- Demonstrate belief in the pupil – that she/he can succeed. Let the pupil know this.
- Treat the pupil with dignity and respect at all times e.g. by saying 'thank you'; by listening carefully.
- Quietly but firmly hold appropriate boundaries for the children. Never let children behave in a way that would infringe the rights or comfort of others.
- Be definite in their responses. do not offer "maybe" or "we'll see" as this causes mistrust and anxiety.
- Listen respectfully to the pupil, and make a judgement about how/when to respond
- Hear the message behind the word/behaviour; asking why the pupil is behaving in this way – there will always be a reason; the behaviour is a symptom.
- See things through e.g. if children have to make up time, the teacher concerned must help them to do this during morning break/lunch time/after school.
- Keep their word – do whatever they say they will do – rewards as well as consequences.
- Look for the good in the pupil – identify it with the child and build on it.
- Apologise if they make a mistake – they are modelling this for the children and will earn respect.
- Recognise individual circumstances when assessing behaviour and applying rewards/sanctions.
- Name and manage their own emotional reactions to children's behaviours i.e. demonstrate emotionally intelligent behaviour at all times.
- Let go of the memory/feelings of a pupil's previous poor behaviour – it's unhelpful history. Focus instead on getting it right in the future.



Governing Body will:

- Deal with allegations and complaints (see complaints policy) against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

Children will:

- Move in single file around the school following the lines.
- Show **respect** for people and property.
- Demonstrate appropriate levels of concentration and self-discipline, so that they can **achieve** and develop **resilience**.
- Take responsibility for their own actions.
- Cooperate with and respond to the school's code of conduct.
- Be polite, considerate and caring.

The desired outcome is that children will be motivated and enthusiastic, taking pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the following positive qualities:

- Respect
- Resilience
- Achievement

The following behaviour is considered to be totally unacceptable and may result in an immediate exclusion:

- **Bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyberbullying)**
- **Aggression towards children and adults**
- **Swearing**
- **Harmful sexual behaviours (See Appendix 1)**
- **Rudeness**
- **Stealing**

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to the teacher's voice.
- Work independently and cooperatively.
- Work without disturbing others.
- Work consistently, always giving their best.

Each class will develop their own class charter based upon the above guiding principles, ensuring that the language is child-friendly and the children feel that they own the rules.

Mrs. Harmer, Mrs Head or Mr. Crump are available to deal with issues as they arise. Failing this another member of the Senior Leadership Team will deputise.



Rewards and Sanctions:

All children are on the **behaviour ladder** and at the start of the week begin on Ready to Learn. All teachers use this ladder to reward good behaviour, hard work and children who demonstrate the value for that half term. Every Friday, one child who is a role model, will be picked and awarded a value leaf to go on the values tree in the hall. TAs, office staff and lunchtime supervisors can award **Team Points**, which are totalled and at the end of each half term, that team is awarded a special leaf.

In addition to the behaviour ladder, there are reward **postcards**, where teachers can write a comment to go home about a particular piece of work or something positive that has happened. Teachers are also encouraged to **call or email** home to say if a child has demonstrated an extraordinary attitude towards school work or our values.

We have encouraged and are developing a **growth mindset** with our children, so they are supported in striving for that intrinsic positive attitude towards behaviour, learning and school life. All staff follow, know, understand and reinforce the rules consistently, so that there is no misunderstanding or misconception.

Further information on our behaviour, rules and routines can be found at the end of the policy.

If a child makes the choice not to follow the rules then the following sanctions are an example:

Children are given a warning and moved down the ladder.

A second warning results in a time out (5 minutes) in another classroom or in a quiet/suitable place to reflect.

If the child continues to choose to ignore the agreed behavior principles they are then sent to either the phase leader or Mrs Harmer. If the behavior continues or is repeated again, then the parents are called and have to come in for a meeting. The ultimate sanction is being sent to Mr Crump and a meeting is held with all parties involved.

TEN SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

1. Establish a friendly, positive and supportive relationship with the children in your care.
2. Ensure that children are completing purposeful activities with the correct level of challenge.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the children's behaviours before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
7. Always remain calm when you speak to children. This will help you maintain your authority and confidence and keep your relationships with them positive.
8. Avoid telling a pupil off in public.
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

Restraint



In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- **Staff to use SOS to call for immediate support (Mobile/Desktop App)**

CODE OF CONDUCT

The one rule for all of us in school is 'Everyone will act with courtesy, kindness and consideration for the safety and wellbeing of others at all times.'

This means that:

1 You always try to understand other people's point of view.

2 In class, you make it as easy as possible for everyone to learn and for the teacher to teach. (This means listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times.)


3 You move gently and quietly about school. (This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things.)

4 You always speak politely to everyone (even if you feel bad tempered!) and use a low voice. (Shouting is always discourteous.)

5 You are silent whenever you are required to be.

6 You keep the school clean and tidy so that it is a welcoming place we can all be proud of. (This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly of other people's work.)

7 Out of school, walking locally or with a school group, you always remember that the school's reputation depends on the way you behave.

Headteacher:		Date:	March 2021
Chair of Governing Body:		Date:	

Heron Way Primary School – Home/School Agreement

The parents/guardians

I/we shall endeavour to:

- See that my child attends school regularly, is on time and is properly equipped.
- Let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do homework, as this can then be resolved quickly.
- Keep the school informed of any concerns or problems which may affect my child's work or behavior.
- Support my child in homework and other opportunities for home learning
- Get to know about my child's life in school by attending Parents Evenings, Open Afternoons, PTA Events and any relevant information sessions.
- Attend meetings with my child's teacher and other staff, aiming to be positive and productive, working towards moving my child on in their learning.
- Support and work with you to ensure that the behaviour management policies of the school are maintained, particularly with my child.
- Encourage a positive attitude towards my child's education and our school. If I have any concerns, I will come and discuss them with you as it is much healthier to work out solutions and move on.
- Read all information sent home as this gives me important details of relevant policies, meetings, workshops, activities, newsletters and open days.

The school

The school will endeavour to:

- Care for your child's safety and happiness.
- Provide a balanced curriculum whilst meeting the needs of your individual child.
- Keep parents informed as to their child's progress and any concerns about behaviour, work or attendance.
- Hold regular Parents Evenings and provide a termly written report
- Set and mark homework.
- Be open and welcoming and offer opportunities for parents to become involved in the daily life of school.

At Heron Way we take great pride in the fact that the children are often praised for their good behavior and in order to create this positive environment we use a healthy balance of rewards and sanctions.

Rewards include praise, **team points** and certificates for demonstrating our core values: achievement, respect and resilience.

Sanctions include a verbal reminder of expectations, another verbal reminder with a warning, a time out, missing play time or lunchtime, seeing a member of the senior leadership team. If the behaviour is totally unacceptable then you will be asked in to discuss the behaviour and the way forward with the Head Teacher.

Signed: _____

Parent of: _____

Signed: _____ Head Teacher



Vision, Values, Rules and Routines

VALUES at the of HERON WAY

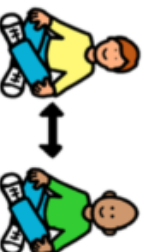
Sit



Hands Folded



In your own space



No noise



Eyes on speaker



Catch them being good!

Appreciate others...
With a Whoosh! a Kerching! or a double clap

ACHIEVE



RESILIENCE



RESPECT



School Rules

- Listen
- Follow Instructions
- Think of Others
- Staff only need to say something once
- Take care of our School
- Be Polite
- Be Honest

Consequences

- Peg moved down on ladder.
- Child given choice to move for 5 minutes.
- 5 minutes in another class.
- Missed morning/lunch play.
- A member of the SLT speaks to you.
- Your parents will be contacted.

Rewards

- Praise
- Values Leaf
- Team Points
- Phone Home
- Postcards
- Year Group Awards,
- Headteacher Awards

Moving around the School

- Children will always line up in a specific order
- Everyone walks on the left hand side of corridors in a quiet and calm manner
- Uniform worn correctly
- Children will always wait at a door to allow an adult through
- Children will walk to and from the playground in single file

ROUTINES

Practise routines in the classroom.



How quickly can YOU give out whiteboards?

Appendix 1

Guidance for incidents of possible Harmful Sexual Behaviour (HSB) in Children and Young People (up to the age of 18)

There are a range of common and healthy sexual behaviours at different developmental ages and stages. A child's sexual behaviour however would be considered harmful when the sexual behaviours are considered to be outside this developmental range, are non-consensual and/or if the child or young person has power over the other individual by virtue of age, emotional maturity, gender, physical strength or intellect.

A UK study found that two-thirds of contact sexual abuse experienced by children and young people had been instigated by another young person and recent figures show an increase in reports to the police alleging sexual offences committed by young people against other young people.

Harmful Sexual Behaviour covers a wide range of behaviours, this might include:

- Penetration, sexual touching, exposure of sexual organs
- Technology assisted (e.g. making or downloading of child pornography)
- Sexualised behaviours that are excessive, secretive, compulsive, coercive, degrading or threatening

In trying to make sense of sexualised behaviour, it is important to consider carefully the concept of consent. Consent refers to whether permission or agreement has been given by one person to another. A young person consents to sexual activity only if they agree by choice and only if they have the freedom and capacity to make that choice.

The age of consent (the legal age to have sex) is 16 years old in the UK. It is acknowledged that young people under this age might engage in sexual activity and the laws are there to protect children from abuse or exploitation, rather than to prosecute under-16s who participate in mutual sexual activity. A child under the age of 13 can never legally give consent and sexual activity involving a child under 13 should always result in a referral to social care and the police via MASH (Multi Agency Safeguarding Hub). Sexual activity without consent, regardless of age, is rape and/or sexual assault and should be referred to MASH.

ATS Decision Flowchart

2018

Key

CSC

ATS

MASH

School/ College

Dashed boxes are prompts to aid decision making

