

Behaviour Policy

Introduction

As a school, we believe that part of preparing children for the next stage in their life is helping them to understand how to behave appropriately and show respect to others and the environment we live and work in. Throughout the school we expect a total consistency of expectation that everyone (regardless of gender, race or culture) should feel safe, secure and able to learn. All children are encouraged to develop empathy and respect for others. We place a high value on individual achievements and on celebrating the achievements of others.

Heronshaw Values

The Heronshaw Values of kindness, respect, friendship, challenge, success, and community help us to foster a positive environment allowing all children to take a sense of commitment and pride in our school. We strongly value our relationship with parents and carers and feel that working collaboratively is extremely important. The key aim of this policy is to promote positive behaviour and understand the impact that behaviour has on learning.

Behaviour is the responsibility of all; staff, pupils, governors, parents/carers and the wider community. We aim to build excellent home/school partnerships which is strengthened by our open-door policy.

Through the celebration of our Heronshaw Values, the constant reinforcement of positive behaviour, a consistency of approach, and the language of choice which is all underpinned with our use of restorative practice we strive to reduce inappropriate or negative behaviors.

Heronshaw Expectations

The children at Heronshaw school have many rights, including the right to feel safe, enabling them to learn. Through the celebration and reinforcement of the Heronshaw Values children clearly understand of the expectations and how their positive behaviour impacts on their ability to learn.

As a community we expect that:

- Every child has a responsibility to respect the rights of other individuals in school, and to uphold the Heronshaw values.
- Every adult in school has a responsibility to respect the rights of other individuals in school, have high expectations for all pupils and to set and reinforce high standards for behaviour.
- Parents and carers, when on school grounds, have a responsibility to respect the rights of other individuals in school, and to behave as positive role models for the children in school.

Promoting positive behaviour

At Heronshaw school we use the web-based Track It Lights system which links our rewards and celebrations such as 'star' of the week. Our rewards are constantly reviewed to keep them motivating for the children. Our aim is to celebrate the successes of every child which will raise their self-esteem and promote positive behaviour.

Systems and sanctions

The Trackit light system has different colours to reflect different behaviours. All of the behaviours have been tailored to meet the needs of the children at Heronshaw. Many of the behaviours to reward link to our Heronshaw values and focus areas from our school development plan.

Green – awarded for positive behaviours *(these link to our Heronshaw values and school priorities)*

Orange - 'needs work'

Yellow - 'concern' - persistent negative behaviour

Red - 'incident'

If negative behaviour such as being disrespectful or distracting others continues and the child does not respond to the verbal reminders, distraction techniques or encouragement that have been attempted, then they may move to red on the system. This will then require the teacher to create a small report with details of the behaviour; what led up to it and any sanctions that have been given, such as time out of class for reflection.

If there is a serious incident such as hurting another child, then orange and yellow can be bypassed and a red report will be written. Every red report will be discussed in the weekly supervision meeting which is attended by all staff. Parents will also be made aware of incidents of behaviour that result in a red on the Trackit light system. If a single child is getting frequent red reports then it may be decided that they would benefit from a behaviour plan which seeks to identify the triggers for the behaviour, it also covers motivators and individual strategies for dealing with behaviour that will be shared with staff.

Strategies on a behaviour plan may include individual reward systems, check ins with a named adult, and brain breaks which are often taken in our Rainbow Room. In the Rainbow Room various activities such as sensory toys, puzzles, painting etc are laid out and children can select an activity once they have completed the set target, brain breaks can also be taken outside doing something more active if this will benefit the child. The Rainbow Room is designed to be used as a space for rewarding and reinforcing positive behaviour. The children also have access to the Rainbow Resting Room, this room is designed to reduce and avoid incidents of positive handling (for more information please see the Positive Handling Policy). It is a space for children to calm down without having other children or adults not involved in the incident watching.

Zero tolerance

There are some actions and choices that Heronshaw have a complete zero tolerance policy for, and will not be accepted, such as racism, homophobia and bullying. All incidents of this nature will be referred directly to the Senior Leadership Team. These incidents are formally recorded in the Incident Logs on our secure portal and are followed up on an individual basis.

Exclusions

Exclusions are always the last resort, but the school retains the right to exclude pupils whose behaviour impacts the right of other children to learn and play in a safe environment or on the rights of adults to carry out their roles safely.

In the event of a fixed term exclusion the Head of School will issue a letter explaining the duration and reason(s) for the exclusion. A member of the Senior Leadership Team will be available to discuss this if further clarification or details are required. Before the child's return strategies will be put in place to support the child and ensure they can be successful on their return. These strategies will be discussed in a return to school meeting.

In the extremely unlikely event of a permanent exclusion there is a process enabling parents to appeal against any decision to exclude their child permanently.

Expectations during periods of school closure (remote learning)

In 2020, the Covid-19 pandemic had a huge impact on the way that schools functioned. During any period where schools are limited with the number of pupils then a remote learning programme will be in place. Please refer to the Code of Conduct for Remote Learning.

Definitions

Bullying

There is no legal definition of bullying. However the NSPCC state that bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Racism

Racism is the belief in the superiority of one race over another, which often results in discrimination and prejudice towards people based on their race or ethnicity.

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