

Behaviour Policy

Introduction

*This policy should be read in conjunction with the IFtL Responsible Citizens and Behaviour Core Values**

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. **All protected characteristics will be supported.*

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To create the secure, orderly environment necessary for effective learning and teaching.
- To provide role models which reflect and reinforce these aims.
- To encourage consistency of response to both positive and negative behaviour.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Children's wellbeing, involvement and the characteristics of Effective Teaching and Learning

At Heronshaw we overtly promote the importance of high levels of wellbeing and involvement through an engaging and carefully curated curriculum that is exciting and motivating. All teachers consider the characteristics of effective learning in their planning of lessons to minimise barriers to learning. We understand that an appropriately structured curriculum and strategically planned learning opportunities are vital in ensuring children are engaged and motivated to learn. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured and timely feedback; children are motivated and interested in learning. We understand that this is a key factor in excellent behaviour and purposeful experiences.

Expectations of Adults

We expect every adult to:

1. Meet and greet at the door.
2. Refer to school rules and expectations.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge, and meet the needs of all learners.
5. Give first response to positive behaviours
6. Be calm and give clear choices. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Always explain that an additional strategy is being used as the previous one did not help.
9. Never ignore or walk past learners who are engaging with negative behaviours.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders, and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support class teachers and support staff in managing learners with more complex or entrenched negative behaviours.
- Regularly review provision for learners who fall beyond the range of written policies

Heronshaw Values

The Heronshaw Values of kindness, respect, friendship, challenge, success, community and honesty 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 are strengthened by our open-door policy and partnership.

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 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.

Recognition and rewards for effort

We recognise and reward learners who go '**over and above**' our standards. Our staff understand that at Heronshaw we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is '**over and above.**' This may take the form of a face-to-face chat with parents at the end of the day or an email/communication via digital platform.

Celebration Assembly

Each week, each class teacher will select a **star of the week**. The star of the week will have consistently gone "**over and above**" in our school rules and values.

The children are selected prior to the start of the assembly, are invited to walk down the red carpet and receive a certificate, then take their seat pride of place at the front of the hall for the duration of the assembly. Parents and carers are invited to assembly to ensure they are fully involved in celebrating their child's success.

Managing Behaviour

Engagement with learning is always our primary aim at Heronshaw. For the vast majority of our learners, a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers.

Practical steps in managing and modifying poor behaviour.

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the yellow and red card system to consistently deal with disruptive behaviour. Aspects of behaviour that do not meet our school rules have a clear and consistent consequence. Children will always be given a chance to refocus and get back on track.

House points: House points are awarded to children for showing the school values through their behaviour in the classroom or anywhere in school. School values will be displayed around school, including in the classroom. Children will be given a 'gem' if they have displayed our school values and this will be placed in the house jars in the classroom or in the school reception area. Children may also be given a sticker to show which values they have displayed. The house points are then counted up on a Friday and shared in celebration assembly.

Golden tickets: Children are awarded a golden ticket for demonstrating our school values on a consistent basis. They will then be given the chance to win hot chocolate with the Head on a Friday.

Star stickers: In Foundation, children achieve stars for focussed around learning, curriculum, and high levels of engagement in the continuous and enhanced provision. Stickers will be awarded to children in foundation for having a good go, attempting challenges, and stepping out of their comfort zone. These are a driver for learning and staff must keep it fresh and exciting.

As children move into Year 1 they are encouraged to use a 'challenge card' in the continuous provision. The expectation is that children complete their challenges over the week. This then informs the class reward system which is bespoke to each class.

There is no set rule, it is down to teacher judgement, but stickers must be used to inspire, motivate and drive the children. Remember 'positive manipulation' is key to successful independent learning.

Children failing to make the right choices

Consistent steps -progressive levels of consequence

	Behaviour	Action
Step 0	School values are followed Excellent learning choices	House points awarded Golden ticket may be awarded Stars may be awarded
Step 1	Children who choose not to follow the school's values will be given a verbal warning	Reminded of expected behaviours and verbal warning given
Step 2	Children who choose not to follow the school's values will be given an official behaviour warning	Yellow cards shown- reminded what they need to do to re-focus and get back on track
Step 3	Children continuing to choose not to follow the school values will now have time out.	Yellow card 2 is given and 5-minute reflection time given. This is time away from the situation. This could be in their own room or another classroom.
Step 4	Children continuing to choose not to follow the school values will now see a member of SLT to reflect on behaviour	Red card shown Taken immediately to a member of SLT or member of SLT asked to support.
Step 6	Persistent offender	Parents are informed at the end of the day and focus behaviour targets and strategies put in place.
Step 7	Serious behaviour Internal Exclusion	Incident form completed Phone call home Work in an alternative room Missed playtime Behaviour plan may be started
Step 8	At any point, if a child's behaviours are putting themselves, other children, or staff at risk, the Headteacher has the right to exclude a child for a fixed term. Please see the section on exclusions for more information on this.	

Behaviour plans and positive reintegration

Strategies on a behaviour plan may include individual reward systems, check ins with a named adult, and brain breaks. In the Butterfly room various activities such as sensory toys, puzzles, painting etc can be accessed 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. Our Butterfly room and the 'Nest' are used as breakout spaces for children as and when required.

- Red/Amber/Green chart
- Jigsaw reward pieces for puzzle
- Interest tray
- Stickers
- Buddy system to support positive relationships

Restorative Practice

Heronshaw uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are on staff lanyards. Humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Questions which would be the basis of a restorative conversation at Heronshaw:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

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 Headteachers 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 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.

Or 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.

Reasonable Force

See positive handling policy.

Confiscation of Inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils: The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items. 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
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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.

Appendices

Restorative Practice at Heronshaw

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children, and families to use RP to build community

Why use a restorative approach?

- Punishment does not meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders do not have to face full effects of actions
- Offender may feel isolated, and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Exclusions

This policy will adhere to the statutory guidance "Exclusion from maintained schools, academies and pupil referral units in England." September 2017.

We believe that exclusion from school is a very serious matter and that it is a final step only to be taken if all other strategies have failed. A fixed term exclusion or a permanent exclusion will only be issued where a child has persistently broken the school rules and, despite intervention and support, their behaviour has not been modified, or where a one off severe incident has occurred. Any decision to exclude a pupil will be lawful, rational, reasonable, fair and proportionate.

The Headteacher will ensure the school does not discriminate against pupils on the basis of protected characteristics such as disability or race, in accordance with the Equality Act.

The Headteacher and governing body will comply with statutory duties in relation to Special Educational Needs when administering the exclusion process, including having regard to the Special Educational Needs Code of Practice.

Where the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after pupil, it will, in partnership with Milton Keynes Council, consider what additional support or alternative placement may be required.

If a child is excluded, the following will apply:

The incident / incidences will be thoroughly investigated by the Headteacher. A written record of all the stages of the investigation and any witness statements will be recorded. As part of the investigation, the Headteacher will consider whether the disruptive behaviour is an indication of unmet needs.

Dependent on the time of day in which the investigation is completed, there will be either a telephone meeting or face-to-face meeting at which parents are informed about the following:

- The reason for the exclusion.
- The period of a fixed term exclusion, or, for a permanent exclusion, the fact that it is permanent.
- Parent's right to make representations about the exclusion to the governing body.
- How any representations should be made and where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their expense) and to bring a person of support.
- This information will be followed up in writing which the parent will receive as a letter.

Heronshaw will ensure reasonable steps are taken to provide work and give feedback on this work whilst the pupil is on a fixed term exclusion.

The Headteacher reserves the right to move straight to a permanent exclusion if the action of the pupil endangers the safeguarding of themselves, other pupils, school staff and property.

The Headteacher reserves the right to vary the length of an exclusion dependent upon the age or stage of a pupil in line with the related procedures.

The Headteacher reserves the right to vary the length of an exclusion dependent on the severity or frequency of an offence.

Once the fixed term exclusion is completed, the pupil and their parent/s will be invited to attend a reintegration meeting with the Headteacher. This meeting will outline the support put in place to support the pupil in making the correct behaviour choices in the future.

The Chair of the Governing Body will be notified when the decision to issue a fixed term exclusion is made.

Permanent exclusions:

A decision to permanently exclude a pupil will only be taken:

In response to a serious breach or persistent breaches of the school's behaviour policy and:

Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Please also refer to the IFTL Responsible Citizens and Behaviour Core Values

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