Behaviour & Relationships 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 help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.
- To provide role models which reflect and reinforce these aims.
- Promote respectful and nurturing interactions and relationships among pupils and staff
- Develop early interpersonal skills such as courteous communication and active listening
- Encourage age-appropriate manners including turn-taking and polite behaviour
- Model positive behaviours consistently through staff conduct and school culture
- Foster social awareness and emotional development from the earliest stages of education
- Build foundations for responsible citizenship by embedding respectful habits
- Prepare children for future community engagement with empathy and thoughtfulness
- To encourage consistency of response to both positive and negative behaviour.

Purpose of the policy

- Promote Positive Behaviour: Encourage kindness, cooperation, and respect among children through consistent expectations and positive reinforcement.
- Support Emotional Development: Help children understand and manage their emotions, develop empathy, and build healthy relationships.
- Ensure a Safe Environment: Establish clear boundaries to protect all children and staff, ensuring everyone feels secure and valued.
- Teach Social Skills: Provide age-appropriate guidance to help children learn how to interact positively with others, resolve conflicts, and make good choices.

- Foster Self-Regulation: Encourage children to take responsibility for their actions and develop self-discipline in a supportive way.
- Support Staff Consistency: Offer clear procedures and expectations so all staff can respond to behaviour in a fair, calm, and consistent manner.

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

At Heronshill 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. Through 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 experience.

Inclusive Practice and Behaviour Expectations for Children with SEND

At Heronshill, we are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), feel safe, secure and able to learn. We maintain high expectations for every child; however, we recognise that some children may require personalised support to fully access our behaviour expectations and routines. Our approach is inclusive, fair and responsive to individual needs.

For some children, reasonable adjustments will be made to reduce barriers to positive behaviour. These may include adapted communication systems, visual supports, pre-teaching of routines, chunked instructions, or opportunities for movement and regulation. Where needed, a personalised Positive Behaviour support Plan will be created in collaboration with the SENDCo, class teacher, parents and, where appropriate, the child. This outlines clear support strategies, proactive measures and agreed steps for adults to follow so that expectations remain consistent, predictable and achievable.

We understand that all behaviour is a form of communication, and staff will take time to understand the underlying needs that may influence a child's response or actions. All adults are expected to apply our school values with sensitivity while ensuring that boundaries remain clear, calm and consistent. Our inclusion focused approach seeks to provide equity rather than standardisation, enabling every child to succeed through appropriate scaffolding, positive relationships and timely support. Our aim is for every child, regardless of need, to thrive and achieve within our behaviour culture, develop self-regulation over time and feel a strong sense of belonging within the Heronshill community.

Expectations of Adults

We expect every adult to:

1. Meet and greet at the door.
2. Refer to school values and expectations.
3. Model positive behaviours, courteous communication 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. Follow the five to thrive strategy of respond, engage, relax, play and talk.
9. Always explain that an additional strategy is being used as the previous one did not help.
10. 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

Heronshill Values

The Heronshill Values of Honest, Resilient, Respectful, Curious, Kind and Adventurous 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 Heronshill 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.

Heronshill Expectations

The children at Heronshill school have many rights, including the right to feel safe, enabling them to learn. Through the celebration and reinforcement of the Heronshill 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 Heronshill 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 Heronshill 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 or a post card home.

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.

Dojo points

Dojo points play a crucial role in celebrating and encouraging students' good choices and attitudes. Children earn points for demonstrating Heronshill values -helping to reinforce the behaviours we want to see in the classroom and beyond. The system promotes a sense of achievement, builds self-esteem, and motivates pupils to consistently strive for their best. Teachers use the points to track progress and provide feedback, and the visible, real-time recognition creates a culture where positive behaviour is noticed and nurtured.

Dojo Points Achievement Awards

To celebrate and recognise children's ongoing efforts and positive behaviour, achievement certificates are awarded every half term based on the number of Dojo Points earned. These certificates are designed to motivate and reward children for consistently demonstrating the school's values and contributing positively to the school community.

Award Levels:

Bronze Certificate – Awarded for achieving 25 Dojo Points

Silver Certificate – Awarded for achieving 50 Dojo Points

Gold Certificate – Awarded for achieving 100 Dojo Points

Platinum Certificate – Awarded for achieving 150 Dojo Points

Diamond Certificate – Awarded for achieving 200+ Dojo Points

Each certificate is presented during a celebration assembly, where children are recognised in front of their peers for their hard work, positive attitude, and commitment to the school's values. This system encourages children to take pride in their behaviour and achievements, while also helping them set personal goals and feel a sense of accomplishment.

Star Of the Day

Every day the class teacher will select a child from their class as the star of the day. This is in recognition of positive behaviour or hard work throughout that day. The child receives a sticker and recognition from their friends.

Golden tickets: Golden Tickets are awarded to children who consistently demonstrate the school's core values in their behaviour and interactions. Recipients of a Golden Ticket are entered into a weekly raffle for the chance to enjoy hot chocolate with the Headteacher or Deputy Headteacher on Friday afternoon. Winning tickets are drawn and celebrated during the Friday celebration assembly, recognising those who go above and beyond in living out the school's values.

Managing Behaviour

Engagement with learning is always our primary aim at Heronshill. For most 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.

Practical steps in managing and modifying poor behaviour.

Learners are held responsible for their 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.

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 Dojo points awarded Golden ticket may be awarded Star of the day 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 card- widget 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. Parents to be informed and logged on CPOMS.
Step 6	Persistent offender	Parents are informed at the end of the day and focus behaviour targets and strategies put in place. Logged on CPOMS.
Step 7	Serious behaviour – Internal Suspension	Logged on CPOMS. Phone call home Consequences might be; work in an alternative room, missed playtime Positive 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 suspend 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 positive behaviour plan may include individual reward systems, check-ins with a named adult, and brain breaks. Our shared areas are used as breakout spaces for children as and when required. The SENDCO will support and plan activities that support the children's individual needs.

Restorative Practice

Heronshill uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. 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 reflection period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered reasonable and not made on impulse. They must follow the school policy and be logged onto CPOMS. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above. Any poor behaviour at lunchtime must be fed back by the class teacher so it can be followed up.

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

- 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 Heronshill 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 Heronshill

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?

Suspensions

This policy will adhere to the statutory guidance "Suspension and Exclusion from maintained schools, academies and pupil referral units in England." September 2024.

We believe that suspension and exclusion from school is a very serious matter and that it is the final step only to be taken if all other strategies have failed. A fixed term suspension 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 suspend or 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 suspended, 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 suspension
- The period of a fixed term suspension, or, for a permanent exclusion, the fact that it is permanent.
- Parent's right to make representations about the suspension 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.

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

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 suspension dependent upon the age or stage or a pupil in line with the related procedures.

Support and Reintegration

Schools must plan for the pupil's reintegration following a suspension, including a reintegration meeting with parents/carers.

A record of support strategies used prior to the suspension should be maintained and reviewed.

Recording and Monitoring

All suspensions must be recorded accurately and monitored to ensure fair and consistent application across different pupil groups.

Governing boards should regularly review suspension data to identify any patterns or disparities.

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

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