



Heber Primary School

Behaviour Policy

September 2021

HEBER BEHAVIOUR POLICY

At Heber we want to provide an environment where everyone (children, staff, and parents) feels safe, secure, confident, valued and respected. The primary aim of this policy is to promote good behaviour. Good behaviour encompasses - politeness, courtesy, good manners, responsibility and respect and care for others. We use RULER, an evidence based approach to integrating social and emotional learning, to develop our children's social and emotional skills.

This policy also references the Governing Body Statement of Behaviour Principles which was last updated in 2020.

We promote good behaviour through:

- The provision of an engaging curriculum
- Staff acting as role models
- Develop the children's social and emotional skills.
- Our high Expectations regarding behaviour and manners
- Establishing school rules
- Rewarding good behaviour
- Challenging and addressing unacceptable behaviour.

We expect: -

- Pupils parents/carers and staff to treat one another with respect, courtesy and good manners
- Parents to encourage their children to uphold the school's values and to adhere to the school's Behaviour Policy
- All those connected with the school to be aware of their responsibilities with regard to behaviour and with regard to preventing and responding to bullying.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR AND POSITIVE ATTITUDES TO LEARNING

The School will:

- Display and teach the children the school rules:
 - ❖ *We will react calmly and quickly to an adult's decision*
 - ❖ *We will respect the rights of all children to learn in a safe and positive environment*
 - ❖ *We will listen carefully and speak at appropriate times*
 - ❖ *We will respect the property of others*
 - ❖ *We will not initiate or retaliate to a problem*
- Focus on generating and nurturing positive behaviour through a range of specific, targeted whole class teaching and learning activities, such as circle time and PHSE
- Use RULER to develop the children's social and emotional skills.

- Set standards and support staff in maintaining these standards.
- Ensure that in the Foundation Stage positive behaviours are created and nurtured and teaching and learning is focused on helping children understand what acceptable and unacceptable behaviour is and what it means to be a valued member of the school and broader community.
- Keep records of all reported incidents of misbehavior using our online behaviour system, Scholar Pack.
- Report to Governors, when requested, on the effectiveness of the policy.
- Regularly monitor and evaluate this policy

Staff will:

Offer children

- Opportunities to develop interpersonal and social skills
- The RULER approach to help them to learn to regulate and recognise emotions
- A curriculum that engages and interests them
- Help with understanding how their actions can affect others and help with beginning to develop feelings of empathy and sensitivity towards others
- Help with learning to make positive choices about their behaviour
- Support with understanding their rights and responsibilities as members of the school community and citizens in our society
- the chance to read the Class Charter, exploring how they want to feel in school and the steps each of them must take to ensure this happens
- Reassurance that they are listened to and must listen to others
- Help with learning to value the contributions of others

Ensure that pupils' parents and carers

- (When appropriate) are informed about their child's welfare and behaviour and, where necessary, are offered support

Children should:

- Be polite, courteous and well mannered.
- Respect and care for others.
- Observe the school values – **thoughtfulness/responsibility /resilience** and the Class Charter
- Take responsibility for their actions
- Listen to others
- Learn to work co-operatively
- Learn to resolve disputes constructively
- Value and take responsibility for the school environment
- Use the Blue Print to reflect on their behaviours

We ask parents and carers to:

- Support the school in implementing this policy
- Contact the class teacher if they have concerns about the implementation of this policy. If concerns remain they should contact the Wellbeing Assistant Headteacher – Lyndsey Jefford
- Contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on his or her emotional well-being.

The Governing Body will:

- Support the school in the implementation of the policy
- If necessary, give advice about disciplinary issues
- Review the effectiveness of the policy

Rewards and Sanctions

Rewards:

As a school we understand the importance of recognizing positive behaviour choices and we do this in two ways: A House Point system and 'Caught Being Good' tickets.

1. House points promote a team ethos across the school and allows children of all ages to have a common goal. Every child, from Reception to Year 6, is sorted into one of four houses: Rigal, ~~Mycroft~~, Mycroft & Valdez. House points are given out in recognition of a child demonstrating the Heber values in all areas of school life. House Points charts are displayed in each classroom and the weekly total is announced in Merit assembly. The House with the highest points total at the end of the term earn a whole House prize.
2. All members of staff can award a 'Caught Being Good' ticket for any positive behavior they witness around the school. These tickets are then entered into a prize draw. Every Friday in Merit assembly, a ticket is randomly selected and the winner earns a prize.

Once a week, in Merit assembly, in recognition of outstanding achievement linked to the Heber Values, one child in every class will receive a certificate.

Rewards are complemented by a series of sanctions centered on giving children the opportunity to reflect on and if appropriate alter their behaviour.

Sanctions

Poor behaviour can be defined as that which causes disruption to learning, both for the pupil themselves and their peers. Poor behaviour does not respect or adhere to the rules, expectations and boundaries set down by the school. We acknowledge that poor behaviour can sometimes be deliberate and at other times an uncontrollable effect derived from other influences, such as the child's health, well-being or experiences, and the policy sets out the importance of clear expectations and rules, so that children are given the choice to behave well and encouraged to aspire to the best behaviour for learning. Teaching staff will consider individual contexts when applying the behaviour processes. When required, warnings given to the children will be recorded on Scholarpack. This allows staff to identify patterns of behaviour and offer support.

Sanctions in the Foundation Stage

Nursery:

Given the infancy of these children it is likely that a much more personalised, light touch response by supervising adults will be appropriate to help children with regards to most behaviour. All staff will use the RULER methods - Recognise Understand Label Express Regulate – to support the children.

This will include:

- Coming down to a child's level and explaining why their behaviour is not appropriate.
- Explain to the child how their actions have impacted on another person.
- Model to the child how to say sorry and what they are actually sorry for, for example 'I am sorry that I took the train when you hadn't finished playing with it'.
- If the specified behaviour does not change than the child will be asked to leave the activity or area and be supported in selecting a new activity.
- In line with RULER, Adults will verbalise an emotion associated to how the child is acting. For example, 'I can see that you are sad/angry/frustrated/...'

In certain circumstances when a child is acting in a way which may injure another person, the other children will be moved away for the area.

In extreme circumstances such as biting, hitting, kicking the child may be taken into the 'reading area' with an adult to have time to calm down. Once the child has calmed down the same process will occur with an adult discussing the impact their behaviour has had on another child or adult. Adults will use a simplified version of the RULER blueprint in order to support these conversations.

Reception:

Reception classes, teaching teams will use the RULER methods - Recognise Understand Label Express Regulate – to support the children. There is a Stepped Sanction approach in place.

This will include:

- Coming down to a child's level and explaining why their behaviour is not appropriate.
- Explain to the child how their actions have impacted on another person.
- Model to the child how to say sorry and what they are actually sorry for, for example 'I am sorry that I took the train when you hadn't finished playing with it'.
- If the specified behaviour does not change than the child will be asked to leave the activity or area and be supported in selecting a new activity.
- In line with RULER, adults will verbalise an emotion associated to how the child is acting. For example, 'I can see that you are sad/angry/frustrated/...'

However, in reception the following procedure will be followed:

- A child is given a verbal warning and an explanation as to why their behaviour needs to change.
- The child is given another warning and it explained if the behaviour does change they will be giving 'Time Out' on the Thinking chair.
- On the 3rd warning the child is taken to the 'Time Out' area and given a timer. An adult will re-illiterate to the child why they have been placed there.
- Once the timer is finished an adult will discuss with the child the situation and how to amend their behaviour. This will include apologising for their actions. Adults will use a simplified version of the RULER blueprint in order to support these conversations.
- If the child repeats the behaviour after the 3rd time they will be taken to the Early Years Leader or Year 1 classroom for 15 minutes time out of class.

Sanctions in Key Stage 1-2

- They will reflect the values of the school. Children will be expected to follow the rules. If they do not follow the rules the following will happen.
- All staff will use the RULER methods - Recognise Understand Label Express Regulate – to support the children.
- If the disturbance continues a child will get a **first** warning.
- If the disturbance continues following a **second warning**.
- If a **third warning** is given the child will be asked to sit on his or her own for 5 minutes to think about their behaviour. A five minute timer should be on the table. An adult will ask them to think about their behaviour. They will be given the chance to reflect. They will be told that repetition of the behaviour will result in a warning. Adults will use the RULER blueprint in order to support these conversations.
- A **fourth warning** leads to 15 minutes time out in a partner class.
- A **fifth warning** leads to spending the rest of the session in the phase leader's class and may lead to a phone call to parents
- A **sixth warning** leads to the pupil being sent to one of the Assistant Headteachers who will keep the pupil for the rest of the session. They may, if appropriate contact the parents to request a meeting.
- On some occasions teachers may keep children in at playtime or lunchtime as a consequence of their breach of the class rules. – This will not happen if the child has a specific behavior plan or special need.

There are certain negative behaviours that lead to immediate consequences they are as follows:

- Spitting is an immediate 2 warnings
- Fighting is an immediate 4 warnings
- Racism or homophobic behaviour is an immediate 5 warnings
- All forms of bullying is an immediate 5 warnings

All incidents of bullying of any kind included racism will be reported to the Headteacher.

Staff Will

- Ensure warnings are recorded on the online system and can be accessed and reviewed at any time.
- Work through the Blue Print to support reflection. This can be done independently as part of the time out process in KS2.
- Ensure warnings on the online system are monitored regularly to ensure that meetings with parents are held promptly and to look at pupils who may be getting regular warnings.
- Ensure the data on the online system is discussed half termly by the SMT.

Pastoral Support Plan (PSP)

The PSP is a school-based, child centred approach to address the inclusion of children with challenging behaviour from a range of perspectives that support the successful inclusion of the child. Particular pupils may require a more individualised support plan where the pupil concerned has their own particular targets. This programme is drawn up in consultation with the class teacher, Phase Leader, Assistant Head teacher for Well-Being and if appropriate, the Assistant Head for Inclusion. Through discussion with the Inclusion Manager, a decision may be made to involve outside agencies. Crucial to this process is the regular review of the PSP that enables close monitoring of the young person within the school environment.

A PSP:

- is school based
- is time-limited
- has smart targets with practical strategies
- is owned by the school and is overseen by a key member of staff, e.g. Assistant Head for Well-Being/Inclusion
- follows a standard format so involves minimum administration
- is agreed, where possible, with parents and carers

Positive Handling

- If a pupil shows any form of aggression (physical or verbal), teachers should call on one of the Assistant Headteachers who will, if appropriate take the pupil to the Deputy Headteacher or Headteacher.
- Continued breaking of the school or class rules or particularly unacceptable behaviour will mean that a child may be sent to the Phase Leader or a member of the SLT. This may precipitate exclusion from class or from school. In such cases a member of the SLT will always speak to parents.

Parents who show any form of aggression (verbal or otherwise) towards pupils or staff, may at the discretion of the Headteacher, be banned from the premises.

Exclusions

- The Headteacher and in his or her absence the Deputy Headteacher can exclude children for serious breaches of the behaviour policy.
- The decision whether to exclude a child may rest on the judgement of the Headteacher in relation to establishing the truth. He or she may have to make a decision concerning what may or may not have happened on consideration of the balance of probability.
- The behaviour of pupils outside school can be considered as grounds for exclusion. Again, this will be a matter of judgement for the Headteacher.
- Governors are informed of exclusions at termly meetings of the Governing Body.
- A child may, in exceptional circumstances be permanently excluded for repeated or very serious breaches of the behaviour policy. A child may also be permanently excluded if their presence in the school would seriously harm the education or welfare of others in the school.

Please refer to 'Exclusion from maintained Schools, Academies and Pupil Referral Units in England DfE September 2012.

Approval and Review Record

Policy Approved by Governors on (date).....18/10/21.....

Signed by Chair of Governing Body/Committee:

..........(date).....25/11/21.....

Due for Annual Review by Governors (date).....Autumn 2024.....