



Heber Primary School

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 promote good behaviour through: -

- The provision of an engaging curriculum
- Staff acting as role models
- 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
- 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 'Sleuth'
- 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
- A curriculum that engages and interests them
- Help children to try to understand how their actions can affect others and help them to begin to develop feelings of empathy and sensitivity towards others
- Learn to make positive choices about their behavior
- Understand their rights and responsibilities as members of the school community and citizens in our society.
- Ensure the children in their class know the class and school rules
- Are listened to and listen to others
- Learn to value the contributions of others

Ensure that pupils' parents/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 class rules
- 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

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

1. Every class have **two** displays for recording behaviour, one for individual children, and one for the class as a whole.
 - The individual format records up to 30 stickers (15 in the Foundation Stage) per pupil. When a child receives 30 stickers (15 in the Foundation Stage) they receive a prize in Merit Assembly. Stickers may be awarded for effort, positive behaviours or demonstrating the Heber Values.

The whole class reward targets whole class issues. Completion should lead to a class reward.

- Whole class rewards should take place once per half term – approx. every 6 weeks.
 - Whole Class Rewards should vary and should be directed, weather permitting towards outdoor activities, e.g. rounders, orienteering, trip to the park.
 - Rewards taking place in school (games, class bake offs, time on laptops etc) should last between 30 and 90 minutes.
2. 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 and a badge or wrist band.

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

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.

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.
- 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.

Reception:

Reception classes, teaching teams are encouraged to begin to adopt this Stepped Sanction approach. 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.
- 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.
- 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

- Every class will display the class rules. Class rules will be agreed by the class at the start of the Year. 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.
- 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.
- If the disturbance continues a child will get a **first** warning on Sleuth.
- 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. Children will fill in a reflection sheet which will be read by the teacher.
- 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 to discuss their behaviour.

Staff Will

- Ensure warning are recorded on Sleuth and can be accessed and reviewed at any time.
- Class teachers will complete a time out slip which will accompany the pupil when they are sent to another classroom.
- Time out slips and reflection sheets will be kept as a record for future reference, in, for example, meetings with parents / carers.
- Warnings on Sleuth will be monitored regularly to ensure that meetings with parents are held promptly and to look at pupils who may be getting regular warnings.
- The data on Sleuth will be 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 one of 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).....23/09/19.....

Signed by Chair of Governing Body/Committee:..........

(date).....23/09/2019.....

Due for Annual Review by Governors (date)Autumn 2022.....