



All belong, all achieve.

HEBER PRIMARY SCHOOL

Behaviour Policy

At Heber we 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. For more information on this approach, visit the [‘Social and Emotional’](#) learning page on our website

We promote good behaviour through:

- The provision of an engaging curriculum
- Staff acting as role models
- Developing 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:

- Create a whole school Charter that shares how the children and staff want to feel in school and how we will achieve it.
- Ensure children are **“Ready, Respectful and Safe”** each day in order for them to achieve the environment that they outlined in the School Charter.
- 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 misbehaviour 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:

- Uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

Staff will offer children:

- A calm and safe environment with clear boundaries of acceptable pupil behaviour.
- A whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy. This enables pupils to see examples of good habits and develop confidence to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Opportunities to develop interpersonal and social skills.
- The RULER approach to help them learn to recognise and regulate emotions.
- A curriculum that engages and interests them.
- Help to try to understand how their actions can affect others and to help them begin to develop feelings of empathy and sensitivity towards others.
- The chance to learn to make positive choices about their behaviour.
- Ways to understand their rights and responsibilities as members of the school community and citizens in our society.
- A display of the Class Charter exploring how they want to feel in school and the steps each of them must do to ensure this happens.
- The opportunity to be listened to and to learn how to listen to others.
- The chance to learn to value the contributions of others.

The school will ensure that pupils' parents and carers;

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

Our School Rules

Our children and teachers have used our school rules - **Ready, Respectful and Safe** - to co-create our School Charter. These behaviour principles are explicitly taught and are consistently referred to throughout the year to re-establish expectations by all across the school to ensure these rules are embedded and sustained. In line with our whole school approach to behaviour and our inclusive ethos, we understand that some children require more support to meet this expectation.

At Heber we are Ready

We encourage children to take ownership of their learning and show readiness to learn by being on time to school, positive and engaged.

At Heber we are **Respectful**

Relationships and attitudes at Heber are built on mutual respect. This respect extends to ourselves, one another, our equipment and our school environment.

At Heber we are **Safe**

It is essential that everyone in our school community feels safe at school and that we conduct ourselves in a way that ensures the safety of everyone. This includes emotional and physical safety.

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 Assistant Headteacher who leads on Wellbeing and Inclusion – 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 recognising positive behaviour choices and we do this in a variety of ways: A House Point system, a Class Reward System and 'Caught Being Good' tickets.

1. **House points** promote a team ethos across the school and allow children of all ages to have a common goal. Every child, from Reception to Year 6, is sorted into one of four houses: **Rigal**, **Ndume**, **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 earns a whole House prize.
2. As a class, the children work towards a **Class Reward**. The children make progress towards this reward by working as a team and demonstrating the school values and rules.
3. All members of staff can award a '**Caught Being Good**' ticket for any positive behaviour 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 'Star of the Week' certificate.

A certificate is also presented to a child who has demonstrated academic excellence.

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

Sanctions

The aim of any response to misbehaviour is to maintain the culture of the school, and to restore a calm and safe environment in which all pupils can learn and thrive. Our priority is that our children are taught to regulate and can apply these skills to prevent the recurrence of misbehaviour.

Poor behaviour can be defined as that which causes disruption to learning, both for the pupil themselves and their peers. Poor behaviour is the children not being **Ready, Respectful and Safe**. 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, so that children are encouraged to aspire to the best behaviour for learning.

Teaching staff will consider individual contexts when applying the behaviour processes. When required, reminders given to the children will be recorded on the school's behaviour tracking system, 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 then 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 with 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 from the area.

In extreme circumstances such as biting, hitting, kicking the child may be taken into the 'reading area' with an adult for 'reflection time'. Once the child is ready 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:

In 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 then 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 with 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 reminder and an explanation as to why their behaviour needs to change; are they **Ready, Respectful and Safe**?
- On the 3rd reminder the child is placed with an adult to have some calm time before discussing how they can change their behaviour using a simplified version of the RULER blueprint in order to support these conversations. Parents will be informed at this point.
- If the child repeats the behaviour after this reflection time they will be taken to a partner class for no longer than 15 minutes.

Sanctions in Key Stage 1- 2

- They will reflect the values of the school. Children will be expected to follow the rules. They are **Ready, Respectful and Safe** in school.
- All staff will use the RULER methods - Recognise Understand Label Express Regulate – to support the children if they are not **Ready, Respectful and Safe**.
- If the disturbance continues a child will get a **first** reminder to be **Ready, Respectful and Safe**.
- If the disturbance continues there will be a **second reminder**.
- If a **third reminder** is given the child will be asked to have time to reflect on their behaviour in a quiet space within the classroom. Adults will use the RULER blueprint in order to support conversations with the children.
- A **fourth reminder** leads to 15 minutes in a partner class.
- A **fifth reminder** 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 reminder** leads to the pupil being sent to the Assistant Headteacher 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 school rules. This will not happen if the child has a specific behaviour plan or special need.

There are certain negative behaviours that lead to immediate intervention from a senior member of staff. They are as follows:

- Spitting
- Fighting
- Any form of discrimination particularly related to protected characteristics, such as: disability, sex, race, religion, sexual orientation and gender reassignment
- All forms of bullying

All incidents of bullying of any kind including racism will be reported to the Head Teacher.

Staff will

- Ensure all children understand and are reminded daily of the expectation that they are **Ready, Respectful and Safe**.
- Ensure 'reminders' are recorded on the behaviour tracking system and can be accessed and reviewed at any time.
- Work through the BluePrint to support reflection. This can be done independently as part of the reflection time process in KS2.
- Reminders on the online system will be monitored regularly to ensure that meetings with parents are held promptly and to look at pupils who may be getting regular reminders.
- The data on the online system will be reviewed half termly by the Senior Management Team.

Responding to the behaviour of pupils with Special Educational Needs (SEND)

We will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. The school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate to sanction the pupil.

Use of Reasonable Force / Positive Handling

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property; and to maintain good order and discipline at the school or amongst pupils.

- If a pupil shows any form of aggression (physical or verbal), teachers should call on the Assistant Headteacher who will, if appropriate, take the pupil to the Deputy Headteacher or Headteacher.

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.

Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Exclusions

- The Headteacher and in 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. The Headteacher 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.
- The Local Authority and the Governors are informed of all exclusions.
- 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.
- At all times, the school follows the statutory guidance as issued by the Department for Education. The link to the latest guidance is here;
<https://www.gov.uk/government/publications/school-exclusion>

Searching, screening and confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The Headteacher can authorise individual members of staff to search for specific items.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

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 Headteacher for Well-Being and Inclusion and if appropriate, the SENCO. Through discussion with the SENCO, 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.

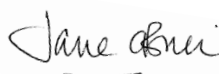
A PSP:

- 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 Headteacher for Well-Being and Inclusion
- follows a standard format so involves minimum administration
- is agreed, where possible, with parents and carers

Approval and Review Record

Policy Approved by Ful Governing Body on (date): 4th November 2024

Signed by Chair of Governing Body:



(date): 11th November 2024

Due for Review by Governors (date): Autumn 2025