



Behaviour Policy

Introduction & Aims

The key to good behaviour and regular attendance are dependent on the strong relationships between staff, parents, carers and children. Behaviour, attendance and happiness are inextricably linked. When children are well behaved and enjoying school, their attendance is good. Regular attendance promotes a consistent relationship with staff and other children and behaviour is usually good.

Core Principles and Beliefs

Heatherley Primary School places high value on positive behaviour and good attendance.

Positive aspects of behaviour and attendance are often taken for granted – it is easy to respond to the behaviour that we don't want to see and not recognise the behaviour that we want to see more of. The more specific we can be about describing the behaviour that we want and the more we show that we notice and appreciate it, the more likely we are to see more of it.

We firmly believe that an engaging and enriched curriculum enables excellent behaviour.

Ways in which we promote positive behaviour and regular attendance are:

Whole school level

- All staff understand and demonstrate the school's core beliefs about behaviour.
- Positive out of class behaviour is promoted by agreed routines and clear systems.
- Including out of school and residential visits.
- School assemblies are used to develop children's social, emotional and behavioural skills.
- Positive behaviour in communal areas of the school is noted and celebrated
- movement around school is quiet and orderly.
- There are clear, consistently used systems for dealing with inappropriate behaviour.
- There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour.
- All staff to provide supportive transition for children into their next stages of learning.
- All staff are clear about their role in promoting attendance and feel confident in this role.

- Parents and carers are encouraged to understand the importance of good attendance and punctuality for successful learning, and the issues are regularly addressed through Learning Reviews, assemblies, etc.
- A range of strategies are used to promote good attendance, at the individual, class and whole school level.
- A system is in place to ensure that attendance data is accurate and is regularly analysed.
- The school regularly and consistently challenges reasons for non-attendance and where appropriate does not authorise the absence.

Classroom level

- Adults model controlled, respectful verbal and non-verbal behaviours.
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development.
- Lessons are structured to be interesting and appropriately challenging.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Children are taught the language of sharing and co-operation, choice and consequences.
- There are clear classroom routines to reduce uncertainty and promote an appropriate climate for learning.
- There are classroom rules, devised through discussion with the children, which promote an appropriate climate for learning.
- Classroom rules are displayed in a way which can be understood by all children.
- Appropriate behaviour is quickly noticed and genuinely celebrated.
- There are clear systems, understood by all, for dealing with inappropriate behaviour Policy for Behaviour and Attendance.

Individual child level

- All children's strengths are recognised and celebrated by staff.
- Systems are in place for noticing and drawing attention to good or improved behaviour.
- Where a child experiences difficulties in developing and sustaining appropriate behaviour, there are systems which give additional support and attention individually tailored to the child and their specific needs.
- Systems are in place for noticing and celebrating good attendance.
- Systems are in place for noticing children with poor or unusual attendance patterns.
- Parents and carers are contacted in cases of poor attendance and steps are taken to build positive relationships with, and to support, hard to reach families.

- Effective links with a number of agencies ensure that a 'joined-up' approach is used to plan and implement appropriate intervention with individuals experiencing attendance difficulties.

Statement of Discipline

We recognise that good behaviour is a necessary condition for effective teaching and learning to take place and is an important outcome of education which society rightly expects. Our Code of Conduct is clear and simple. We aim that all pupils will behave in a responsible manner, both to themselves, others and their environment, showing consideration, courtesy and respect.

At Heatherley Primary School, we aim to provide a caring learning environment with a well-planned curriculum, which will interest the children and stimulate in them a desire to become successful and self-disciplined students. Our classrooms will reflect a relaxed but disciplined working environment, which encourages children to become independent and self-motivated workers. Classroom activities will be organised and managed in a structure appropriate to the age of the children. As class teachers, our relationships with pupils should demonstrate mutual respect. We need to display skilled and sensitive leadership in our management of relationships with all children in school, taking into account the varying and changing needs of individual children.

It is vital that all children experience a consistent, fair and good-humoured application of our behavioural expectations. Research shows us that pupils achieve more, are better motivated and behave better when teachers commend and reward their successes and emphasise their potential rather than focusing on their failures and shortcomings.

As active participants within the school management team, our expectation must remain consistent both within and outside the classroom, showing sensitive respect for the needs of other working groups. All staff must participate in the active supervision of all children and should be particularly supportive of the less expertly trained staff at lunchtime.

Parents and Governors have an obvious central support role to play. We intend that parents should be actively involved in all matters concerning their child, both positive and negative. We fully anticipate their active support when sanctions and discipline are required. Whenever we require particular support from parents this will be requested in a sensitive and professional manner with parents sharing in the ultimate solution.

Whenever there are breaches of discipline in school these should be dealt with by the member of staff present at the time. However, the class teacher will need to be kept fully informed. Should a child's behaviour cause further concern then it should be brought to

the attention of the Deputy Head teacher or the Head teacher who may feel it is appropriate to arrange an interview in school for the parents.

The County procedures for the exclusion of pupils will be implemented when appropriate.

Good behaviour learned in school, teaches children to respect not only relationships and materials in school, but will also act as a guide to their conduct within the wider community. As long as children are wearing the Heatherley Primary School uniform, they are expected to act as a representative of school outside of the school gates.

Our behaviour and attendance policy aims to build a clear positive and consistent framework that is easily accessible and understood by staff, parents, governors and children.

We aim to foster:

- integrity
- honesty
- openness
- involvement

In order that our behaviour and attendance policy succeed we need to:

- spend time every day building positive working relationships
- provide consistent, clear and positive encouragement for good behaviour
- be clear in our expectations of behaviour
- apply the policy equally and fairly to all children whilst taking account of those who require an individually tailored programme
- make each day a "fresh start" (unless an accumulative programme is agreed)
- negotiate our rules with the children
- clarify our rules with parents
- apply both rewards and sanctions consistently and appropriately
- regularly exchange information about children
- supervise all children through the school, not just one class group.

School Rules

Throughout the school we intend that all teachers will talk together with the children to create a good working environment. This is particularly important at the beginning of each new school year when new routines, systems, groups and practices are set up.

We have agreed 5 basic school rules that are clear and succinct.

These are:

- always try your best and work quietly
- be polite and helpful
- follow instructions straight away
- care for yourself, your friends and your school
- keep your hands, feet and objects to yourself.

The rules may be worded slightly differently to suit particular class groups.

We encourage a positive work ethic in all the children and always stress positive happenings in the classroom.

Rewards and Sanctions

"Each day is a new start".

Recognising Good Behaviour

To encourage children to follow rules/behave appropriately we recognise good behaviour in school in a variety of ways:

- Verbal praise by adults and peers.
- Written praise on work including stamps.
- Work shown around school - to other staff/peers/headteacher/parents/governors.
- "Star of the Week Assembly" - assembly recognition - parents invited to this.
- Termly Merit Award - one per class.
- Class teacher stickers - on clothes, encourages discussion at home.
- Dojo points- an online reward system.

Dojo Points

Dojo points will be awarded daily using the online Dojo Classroom resource. Points will be awarded for positive behaviour in all aspects of school; academic and non-academic.

Dojo Points can be awarded by all staff to children for a variety of reasons.

For example:

- Citizenship
- Consistent behaviour
- Good attendance
- Putting special effort into a piece of work
- Growth mindset
- Being ready to learn
- Sportsmanship
- Helping others
- Presentation
- Integrity

When a child reaches a multiple of 50, they can choose a reward from the 'Class Reward Shop'. When a class reaches a multiple of 1500, they can choose a class reward from the shop.

EYFS Reward System

In EYFS, the children thrive from using a traffic light system. The children start their day on a green card and are rewarded for positive behaviour by moving up the behaviour chart onto a rainbow card. When a child moves up, they receive a sticker. The children enjoy wearing their sticker and staff ask children why they received their sticker. To combat negative behaviour, a child is first given a verbal warning, if the behaviour persists, the child is moved onto amber and are told they have had a warning. If the behaviour further persists, the child is moved onto red and have thinking time, away from play. We communicate with parents when a child has had thinking time and work together to create a positive and safe environment.

Sanctions

In cases of unacceptable behaviour, we have a staged process of action:

Heatherley Behaviour System

In cases of unacceptable behaviour, we use a traffic light system in all classrooms (KSI/2):

Stage	Act (Examples)	Consequence
Green	Children are ready to learn	No consequence
Orange	✓ Poor attitude to learning in lessons. ✓ Lack of work/work not meeting expectations. ✓ Talking over a teacher or out of turn. ✓ Low level disruption. ✓ Inappropriate language in class/breaks/lunches. ✓ Running in corridors/around school. ✓ Boisterous behaviour e.g. pushing.	You are moved to the Orange section of the traffic light system. You may miss time off your break or lunchtime.

Red	✓ REPEATING ANY OF THE ABOVE. ✓ Minor damage to property. ✓ Rudeness to members of staff. ✓ Continuing poor attitude to learning. ✓ Serious damage to property. ✓ Repeated poor behaviour. ✓ Failure to follow a request from a member of staff. ✓ Fighting/threatening/intimidating behaviour.	You will be moved to the Red section of the traffic light system. There are a variety of consequences you may face. For example: to a 'work alone' space in your own classroom. You will be sent with your work to another teacher to work in their room for a short period of time. You will miss either your break or lunchtime. You will be sent to Mrs James/Mr Harrison. Your parents/carers may be informed of your inappropriate behaviour. If necessary, a behaviour report will be put in place for at least two weeks.
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All staff will use their professional judgement to determine the starting stage of the sanction process.

If the above situation is repeated there will be consultation between the Deputy Head Teacher/Head Teacher and the parents.

The county policy for exclusion from school will be invoked in extreme cases. Inappropriate behaviour at lunchtime may result in a child being excluded from lunchtime at school for a fixed period. Five lunchtime exclusions constitute one-day fixed term exclusion.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not

describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) Power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- mobile phones (unless with specific arrangement with the school)
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school which has been identified as an item which may be used for nefarious purposes.

Power to use reasonable force/Physical Intervention

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 in the classroom.

This is allowed either on the school premises or on an authorised out-of-school activity.

A calm and measured approach to the situation is needed. The school follow the Nottinghamshire Physical Intervention policy.

The school have a list of staff who have received CRB training.

The Head teacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Legal duties

This policy acknowledges the legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN)