



# Heelands School

## Behaviour Policy

The staff and governors of Heelands School believe that positive behaviour and attitudes are key elements in successful learning. We recognise that there may be a difference between expectations within the home and school environment, but hope that all stakeholders can work in partnership to encourage behaviour that is conducive to learning. Negative behaviour can and does impact on the learning of individuals and their peers. Being responsible for one's behaviour and showing consideration and respect for others will therefore play major roles in our interactions in school. For health and safety purposes alone, this is essential.

### Aims of the policy

This policy aims to:

- support the creation of an environment in which all pupils can learn and teachers teach to the best of their ability
- ensure stakeholder expectations of behaviour are known to all stakeholders
- reinforce the home/school agreement
- support the safe and caring community which already exists
- further encourage opportunities to facilitate learning
- provide a foundation for the expectations of conduct within the school
- reflect the school's ethos

### Expectations of behaviour

The following list has been devised by staff as a guide to expectations of behaviour. Individual pupils' stages of social development will be taken into account but the points below remain an expectation of all - pupils, parents, staff, Governors and visitors alike.

- showing respect for all regardless of sex, race, religion, ability
- being polite
- adopting a friendly and encouraging approach when interacting with others
- being tolerant of the views or beliefs of others
- moving around the school calmly and sensibly
- showing respect for property
- treating others as you wish to be treated

We recognise that behaviour is both learned and taught and as such we aim to be role models for the children in our care. We adopt a positive behaviour management approach that promotes a good climate for learning through the development of strong relationships between all members of our school community. This approach also:

- encourages pupils to own their behaviour and respect the rights of others
- minimises confrontation, ridicule or embarrassment
- actively encourages positive behaviour
- emphasizes consequences rather than punishment

Other factors which play a role in the successful teaching, management and maintenance of good behaviour are:

### Classroom Management

Both teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Creating and maintaining a stimulating environment is one way in which pupils can be engaged, thus reducing opportunities to become off task, often leading to inappropriate behaviour. All pupils must be aware of their classroom rules which are set at the beginning of the academic year. Rules may differ from class to class but



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all must subscribe to the expectations set out in this policy. Pupil age and developmental stage is taken into account when classroom rules are devised.

Inclusion plays a key role in classroom management and expectations of behaviour must be realistic.

Class teachers are expected to create a positive atmosphere and continually develop relationships with their pupils. This can be done in a variety of ways, for example:

- greeting pupils in the morning
- establishing clear routines, communication expectations of behaviour in different ways other than verbally
- being well-prepared and organised in terms of resources and materials
- highlight and promote good behaviour
- conclude the day positively and start the next day afresh

Other strategies may be:

- scanning the room and remaining vigilant
- inject pace or change direction if attention is waning
- take different learning styles into account
- have brief interactions with many pupils rather than lengthy interactions with a few
- have a clear plan for dealing with unwanted noise
- use of positive reinforcement

A second contributory factor to successful maintenance of behaviour is:

### The Curriculum

We ensure that the curriculum, including the Values Curriculum, we teach is relevant to our children's needs. Staff plan interesting and exciting lessons taking into account a range of learning styles (see Teaching and Learning policy). Timetabling is carefully planned, staff decide the most appropriate teaching opportunity for subject areas.

### Values Curriculum

Our Values Curriculum revolves around the 6 most important values for our school, as chosen by staff, governors, parents and children. Each Value is explicitly taught through assemblies and classroom sessions so that children understand what it means and can demonstrate that understanding through their actions. When staff see the Value in action they award a token to the child which is then swapped for a coloured pebble in Friday's Values Assembly. The class with most pebbles at the end of the half-term is awarded a certificate. Each class also chooses a Values champion who wears the Values medal for the coming week. Parents and families are invited to the launch of each half-term's Value to join in with a class activity with their child. Each Value has a relevant song that is played in the classroom in the morning, after break and at the start of the afternoon.

### Strategies used to reinforce positive behaviour

We acknowledge and celebrate positive behaviour whenever possible. This may be through the use of:

- verbal acknowledgment - well done
- physical acknowledgment - smiles, thumbs up
- stickers
- certificates
- sparkler of the week
- class treats
- Values champion



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All staff can celebrate and reward any good behaviour they see by giving a class award or a Values token.

### **Strategies used for unacceptable behaviour**

'Unacceptable' behaviour is that which undermines the ethos of the school and prevents teachers from teaching and pupils from learning. Staff deal with these situations in a positive and calm manner avoiding sarcasm or making personal remarks, concentrating on the behaviour rather than the pupil and giving options rather than threats. If behaviour is inappropriate the child will, in this order:

- be warned, with a direct example of the desired behaviour
- have their name moved from the 'happy lion' to the 'thinking lion' and to the 'sad lion'
- sit on the red mat in the classroom. Pupils are encouraged to say when they feel ready to rejoin the class and conform to the usual classroom rules. The teacher will say "Let me know when you are calm and ready to join us again."
- be sent to the adjoining classroom's red mat
- be sent to the Deputy Head
- be sent to the Headteacher
- miss a proportion of playtime or lunchtime in extreme circumstances
- wear a yellow band for five minutes for unacceptable playground behaviour

### **The Red Book scheme**

If very extreme behaviours such as hitting, kicking, biting or arguing with adults are seen on the playground or in school, the child's name is recorded in the Red Book with details of the incident. Two incidents recorded in the same week mean that the child loses their after school club for that week. Three incidents mean that they lose their Forest School session. In Monday's assembly the Headteacher checks the book, talks about the comments in there and then rules a line across the page emphasising that the week is over and a new week has begun. This initiative was developed to improve behaviour with a particular group of children in Year 2 and proved extremely successful. The Red Book is also used for Yr1 children but teachers decide on the sanction that works in their class.

When dealing with incidents staff will provide opportunities to talk to the child about the behaviour, acknowledge problems and recognise the emotions involved.

In case of persistent or serious incidents like spitting, biting, refusal to cooperate, hurting others, parents will be contacted and asked to discuss the situation with the Headteacher. A note of the discussion and incident will be recorded on a parent contact form and put into the profile. Depending on the severity of the offence, for example verbal or physical aggression towards any adult working in school, persistent violence or lack of co-operation in the classroom, the pupil may be excluded for a fixed period of time. If there are continuous fixed term exclusions, then a permanent exclusion may be considered. Support and guidance from the local authority will be followed.

We are a non-restraining school and all members of our school community have the right to feel safe in school. If a pupil is in danger of seriously harming themselves or others 'reasonable force' may in extreme circumstances be used to ensure the safety of pupils or staff. We will not restrain pupils who are in an angry or distressed state and parents will be called in to deal with their child.

Parents and carers of pupils also need to comply with the Behaviour policy. In the event of a parent being physically or verbally abusive, he or she will be asked to leave the grounds and local authority procedures will be followed to ratify the school's position. See MK related policy for further details.

We recognise that some pupils may have needs that cannot be met through our usual Behaviour Policy. Individual provision will be made for these pupils and staff will be advised of the child's personal behaviour plan to provide continuity of approach.



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### **Incidents of racism or bullying**

Bullying is defined as 'persistent and systematic verbal, physical or emotional abuse of an individual by a group or third party'.

Any form of bullying or racist action is unacceptable at Heelands. It is hoped that the school's multi-cultural ethos will be evident to all and thus minimise such incidents. However all incidents will be recorded. The victims and perpetrators will have discussions with a member of staff to ascertain details and context before parents are informed. The procedure for exclusions applies if deemed necessary. See Race Equality policy for further details.

### **SEND and Race Equality**

This policy applies to all stakeholders within the school regardless of sex, race, religion or ability. However, pupils with specific and identified special needs will be given consideration as will pupils whose maturity and level of understanding require it. For such pupils, support will be put into place via the SEN register.

### **Responsibilities**

There is an expectation that all who have an interest in the school respect and uphold his policy. For staff and governors it is their corporate responsibility to both implement and monitor the impact of this policy, while encouraging positive behaviour and leading by example. Pupils are expected to have some understanding of the content of this policy, their class rules and to take responsibility for their own behaviour. Parents are also expected to adhere to this policy, supporting staff in the decisions that are taken and recognising that such decisions have been made to achieve a fair outcome for everyone.

### **Restorative Justice Principles**

The principles of Restorative Practices run through our everyday work in school. Children are always helped to understand the effect of their actions on others and are expected to make amends if they have caused upset or hurt. Children apologise verbally and then, if appropriate, write a letter, draw a picture or make a card for the injured party.

### **Monitoring and Review**

This policy will be reviewed annually.

Reviewed September 3<sup>rd</sup> 2018

Adopted by governors:

Appendices: Assertive discipline document, Home School agreement, Kidscape Anti-Bullying policy