



Heatherside Junior School Behaviour Policy and Procedures

Introduction

Through respect for the wellbeing of others we aim to provide a safe and supportive community in which pupils and staff can work and develop; free from intimidation or discrimination. At Heatherside we believe in a positive approach to behaviour management and use encouragement and the acknowledgement of positive behaviours and a clear, consistent approach for addressing any unacceptable behaviour. Our School Values underpin all aspects of our approach to achieving high standards of behaviour.

Learning how to behave appropriately and safely is fundamental to all children's development and it is our responsibility to help them to acquire these important social and emotional skills, alongside their academic ones. Behaviour is a form of communication and it is important that factors contributing to or causing any negative behaviours are explored. We recognise that there will be occasions where a child's behaviour may fall below our high expectations and we act quickly to address any concerns or unacceptable actions.

In this policy, 'staff' includes all adults who work at the school, irrespective of their role. Although this policy applies primarily to pupils' behaviour during the school day, it can also be applied outside of the school day, including when children are on off-site visits, travelling to and from school or as a result of inappropriate use of the internet/mobile phones. This policy sets out rules and procedures that recognise the collective responsibility of staff, pupils, parents and governors in securing an environment in which children are supported, encouraged and enabled to behave well, for themselves and as members of our community. This policy aims to achieve a consistent and fair approach for all children, however the school retains the right to modify and adapt aspects of the policy to meet specific individual needs or circumstances.



Our ethos

We believe that good behaviour will be fostered through:

- a clear set of simple expectations in our School Charter, which are shared with the children and are fundamental to day to day life at our school;
- positive, respectful, trusting and supportive relationships;
- high expectations of ourselves and everyone who is part of our community;

- a commitment to our shared Values and the importance of helping children become ready for the next stage of their learning and life beyond school.
- a consistent approach to managing behaviour, supported by a clearly defined set of procedures for recognising and promoting good behaviour whilst also addressing any unacceptable behaviour;
- opportunities for all children to contribute their views and ideas; encouraging responsibility and developing a sense of community;
- the courteous and respectful behaviour of adult role models.

Supporting children to behave well (including reward systems)

We believe that recognising good behaviour is the most effective way of achieving it. We do this by;

- Actively praising children's good behaviour, manners and efforts.
- Recognising and celebrating children's efforts, achievements and contributions through the award of **Star of the Week** and other certificates in assembly.
- Awarding **House Points** for good effort, work and behaviour, leading to the winning House having an end of term reward.
- Encouraging classes to work and behave well as a group, with each class earning ticks on a **100 square** that will earn a class reward from an agreed 'menu.' A maximum of 3 ticks per day may be awarded.
- Trusting children with **positions of responsibility** within the school, valuing their contribution and encouraging them to have a sense of ownership. (Monitors, House Captains, Young Leaders, Eco Team, Wellbeing Ambassadors, Reading Champions, Gardening Gang etc)
- Stamps which reward **individual effort**, achievement and progress in learning.
- Awarding our **Values Cup** and celebrating all those nominated.
- **Marking and responding** to children's work in a positive and encouraging way.
- Individual class systems where appropriate.

The school uses Zones of Regulation as an approach to help children to recognise and manage their feelings, both in terms of how they feel about themselves and also how their behaviours can impact on others. The school recognises that for some children with SEND (Special Educational Needs or Disability) a more individualised and adapted approach may be needed to help support their behaviour. The school is committed to making all reasonable adjustments to enable these children to develop positive behaviours and we will work closely with parents and other agencies when planning these. The safety, wellbeing and safeguarding of all children and staff remains the school's priority and when applying this policy.

Disruptive, unacceptable and serious behaviour

Maintaining high standards of behaviour is essential in helping all children to achieve the very best from their education; in their classroom learning, in their relationships and in social interaction with others. For most children, a small reminder or discussion about their actions is sufficient to ensure that our expectations are being followed and our Values shown. However, the following policies and procedures are in place to enable the School to take immediate and necessary steps, in partnership with parents, to address behaviours which breach our expected standard of conduct.

Lesson time behaviour - maintaining a purposeful climate for learning

It is essential that all children are able to learn in an environment free from disruption caused by the unacceptable or disruptive behaviour of others. All staff have high expectations of behaviour and conduct in lessons and use a range of teaching techniques, organisational procedures and systems to help achieve this. Where necessary, we use a 'step based' approach to address any unacceptable low-level behaviour in class. This encourages children to make positive choices and modify their behaviour through a series of cumulative reminders. At the end of each day any names are removed from the board and a fresh start is made. Any serious behaviours will be addressed immediately in accordance with the procedures given later in this policy.

Effective classroom management

Most unacceptable behaviour can be addressed through a quiet reminder, non-verbal cues and every day classroom management strategies. However, if a child is demonstrating persistently disruptive behaviour and does not respond to an adult's initial intervention the following steps will be applied.

Step 1 - Time to refocus

If a child continues to behave in a way which impacts on their learning and that of others, the member of staff will remind them of the expectations and check that they have understood. The member of staff will emphasise that the child now has the opportunity to change their behaviour at this point.

Step 2 - Time to make a change

If the behaviour continues the child's initials are written on the board. The child will then be last out at the end of the session so that the member of staff is able to discuss their behaviour with them, identify any issues and make the expectations clear. A child may also be asked to move seats in the class or work in the shared area outside the room (only under adult supervision) to have a few moments of time out or talk about their behaviour, allowing the learning of others to continue and any underlying causes of the behaviour to be explored.

Step 3 - Time out

Continued disruptive behaviour is unacceptable, the child will be sent to work in another class with their year leader/other member of staff for 15 minutes. Where possible, the child will be sent with work that they can continue with independently. Children should be supervised if being sent to another class and if there is no additional adult in the classroom, a message will be sent to the office to ask for a member of staff.

Step 4 - Time to address the behaviour

If, after returning to class, the child's behaviour continues to be disruptive a senior member of staff will be called to attend.

Where appropriate a meeting or call with parents will be undertaken to discuss further actions. This may include a Target/Report Plan, loss of breaks/privileges or other classroom strategies that will help to reduce the likelihood of the negative behaviours continuing or being repeated. Particular consideration will be given to those children with a Special Educational Need or Disability.

Expectations at playtimes and around the school

Our expectation of high standards of behaviour apply at all times of the school day, including at breaktimes and when children are moving around the building. There are some specific safety rules which apply at playtimes and all staff are expected to apply these consistently.

Low-level misbehaviour

Our rules and expectations are in place to ensure that all children can enjoy their breaks. Any child who is seen to be playing without regard to our Values or rules relating to safety will be spoken to by an adult on duty. They may be given a reminder of the expected standard of behaviour or asked to have a few minutes "time out"; this enables the child to calm down before they resume play. They may also miss some/all of a subsequent breaktime.

Unacceptable or persistent misbehaviour

Any serious incidents should be dealt with according to the procedures on pages 4 - 5 of this policy. All serious incidents must be reported to the Headteacher/Deputy or Assistant Head immediately.

When children fall out

Part of growing up means that occasionally children might fall out with their friends and peers and this is part of all children's development. Our approach is to **intervene**, to **listen** and to **encourage the children to talk** through the situation and to agree to resolve the matter together. Where children have been deliberately unkind towards others, sanctions will be applied and this may include loss of break, referral to the classteacher or a senior member of staff or contact with parents. The school's **Anti-bullying Flow Chart** is followed to ensure that there are no persistent/repeated behaviours which would constitute bullying.

Games and equipment

Children playing games are expected to demonstrate good sporting behaviour and fair play. Aggressive play, arguing, using bad language or damaging play equipment will result in sanctions being applied.

End of break procedures

Children are expected to be ready to learn. To signal the end of break a member of staff will blow a whistle: children stand still. A member of staff will blow a whistle for a second time and the children walk calmly to line up. They then walk in calmly and quietly with their teacher.

More serious unacceptable behaviours

The following behaviours are not acceptable in our school, they will be addressed immediately and parents will be contacted. Any behaviours which present a safeguarding concern will also be dealt with as a matter of urgency and in line with school policies and national guidance. Any incidences of these behaviours will be investigated whether this has occurred in school, on the way to and from school or online/via a mobile phone.

Violence and aggression - the use of threat or any physical force towards both people and property; including spitting.

Rudeness - walking away when being spoken to by an adult, answering back, swearing, defiance or the refusal to do as has been reasonably asked.

Bullying - the use of any verbal or physical threats, intimidation or harm towards other members of the school community. The school's Anti-Bullying Policy states that we will not tolerate such behaviour and action will be taken to ensure that all children are kept safe, including those with protected characteristics.

Stealing - taking possessions from other children, staff or from school.

Racism - Any reported incident of racist behaviour or use of racist language will be recorded in line with national guidelines and a Racial Incident Report will be complete. Sanctions may also be applied.

Inappropriate sexual behaviour - Sexualised behaviour, language or gestures, including 'banter' or sexual references. This is in line with our Child Protection Policy and Keeping Children Safe in Education.

Absconding or truanting - from the classroom or school premises.

Any of the behaviours above will be reported immediately to a senior member of staff and the following actions may be taken, depending on the seriousness of the incident and context in which it occurred.

- Parents contacted and a meeting arranged (victim's parents also be contacted where appropriate).
- Loss of break/s and or participation in non-curricular events.
- Letter of apology or other reflection work undertaken.
- Individual behaviour/target plan created.
- Community activity, e.g. cleaning off graffiti, doing a job in a breaktime.

Where the behaviour incident is deemed to be a serious breach of this policy, the school may make the decision to apply one of the following sanctions.

Internal exclusion

A child may be internally excluded from learning with their class and from participating in break times for a pre-determined period. This strategy is used as a method of applying a serious sanction; whilst enabling the child to remain in school if it is assessed as safe for them to do so.

After school detention

This may be applied in individual cases, with the consent of parents and the Headteacher. Adequate notice will be given and parents must arrange for their child to be collected at the end of the agreed detention time.

Suspension

This sanction is only used in very serious circumstances, where there has been an extremely serious breach of this policy or where the efficient and safe education or wellbeing of children or staff at the school is at risk due to the behaviour of a pupil. The use of this sanction is carried out in accordance with [Government Policy](#) and [Hampshire County Council procedures](#).

Lunchtime debarment

Heatherside Junior School reserves the right to exclude a pupil from the premises for the lunchtime break. Parents will be given notice that this sanction may be employed if the behaviour of their child continues to place other children or staff at risk. This would be formally recorded as a half day suspension.

Referrals to other agencies

Concerns relating to pupil welfare and behaviour are discussed regularly with staff and with relevant outside agencies. Where appropriate, the school may seek advice and support from the Locality Team, Police, Education Psychology Service, Children's Services, School Health, Child and Family Guidance and the Primary Behaviour Service. Parents will be informed of the involvement of these agencies and invited to meet with them, where possible, to agree how the behaviour of their child can be helped to improve and how they can support that process.

Roles and responsibilities

All staff take a collective responsibility for consistently and fairly implementing the agreed Behaviour Policy. We also expect that parents will support the school in its commitment to achieve high standards of behaviour at all times. The Headteacher and staff monitor behaviour regularly, through the application of the rewards and sanctions. Governors are notified of any exclusions or serious incidents. Staff will review the rules and procedures for behaviour regularly and any changes will be shared with Governors for ratification. Changes in procedure will also be shared with children and parents where appropriate.

This policy is to be read in conjunction with the following policies and procedures

Anti-Bullying	Single Equality (including Race Equality)
Safeguarding	Health and Safety
Child Protection	DfE and HCC Exclusions Guidance
Keeping Children Safe in Education (KCSiE)	

School procedures

Amber Alert Procedures (for specific behaviour needs)
Field Play Rules
Breaktime safety rules

Approved by Governors on: 28th September 2024

Date of Review : September 2025