



Heatherside Junior School Behaviour Policy and Procedures

Introduction

All children have the right to learn in a safe, supportive and well-ordered environment. Through respect for the wellbeing of others we aim to provide this safe and supportive community in which children and staff can develop and achieve their best free from intimidation or discrimination. At Heatherside Junior School we believe in a positive approach to behaviour management alongside a clear and consistent approach for addressing any unacceptable or unsafe behaviours. Our School Values underpin all aspects of our approach to maintaining 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. Consistent, day to day routines, rules and expectations are in place to ensure that children are able to learn and play successfully, safely and inclusively.

In this policy, 'staff' includes all adults who work at the school, irrespective of their role. Although this policy applies primarily to children's 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.

Table 1 at the end of this policy sets out the rewards and sanctions.

Our approach

We believe that high standards of behaviour are achieved through:

- a clear set Values, routines and expectations 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;

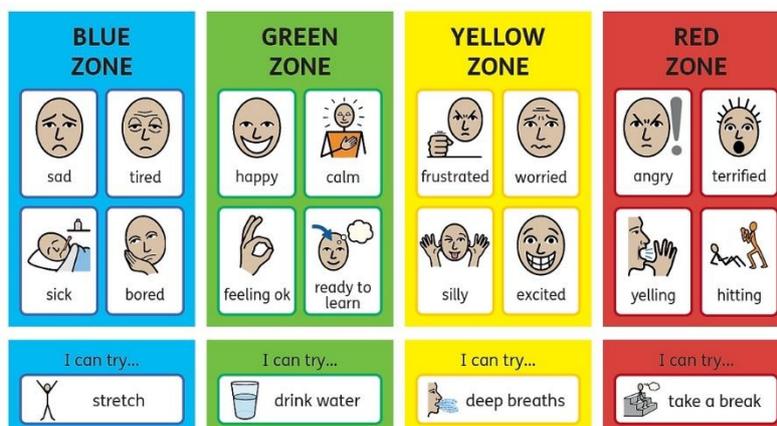
- a taught curriculum which helps children to learn how to keep themselves (and others) safe and develops respectful and tolerant attitudes, including in their friendships and relationships with others.
- a consistent approach to managing behaviour, supported by a clearly defined set of procedures for recognising and promoting expected 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 positive and appropriate behaviour is the most effective way of achieving it. We do this by:

- Prioritising our **PSHE curriculum** and wider school approaches including **wellbeing, Zones of Regulation, pastoral support, Forest Schools** and community times such as **assemblies**.
- Actively recognising 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 collaborate 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, 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.
- **Sharing positive feedback** with parents, through reports and verbally.
- 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.

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. See 'Serious and unacceptable behaviours' below.

Lesson time behaviour - maintaining a purposeful and safe 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. A fresh start is made every day and children are supported to help reflect and repair. 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) or is unsafe, 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, the office will be called to ask for a member of staff to accompany them.

Step 4 - Time to involve other people

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

At Step 4 and/or where appropriate a meeting or call with parents will be undertaken to discuss further actions. These may include:

- a Target/Report Plan being put in place,
- loss of breaks/privileges,
- other classroom strategies that will help to reduce the likelihood of these behaviours continuing or being repeated,
- more regular communication with parents,
- a discussion as to whether there are any medical, pastoral, learning, SEND or safeguarding needs to be explored, addressed or considered.

Expectations at playtimes and around the school

Our expectation of high standards of behaviour applies 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 children are expected to follow these and all staff are required to apply these consistently.

Unacceptable/unsafe behaviours (minor incidents)

Our rules and expectations are in place to ensure that all children can enjoy their breaktimes. 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" to enable them to calm down, reflect and repair before they resume play. They may also miss some/all of a subsequent breaktime.

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. We use the Zones of Regulation and our reflection approach to help children to be able to talk about what has happened, how they feel and how their actions have impacted others. Children are expected to take responsibility for their actions and to take steps to repair what has happened.

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 establish whether the actions/behaviour would constitute bullying (S.T.O.P Several Times on Purpose).

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, such as loss of that equipment, time out, loss of break or time supervised by an adult on duty. Children are not permitted on the adventure playgrounds unless there are two adults on duty and permission has been given.

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.

Serious and 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, Government guidance and Keeping Children safe in Education (KCSiE) Any incidences of these behaviours will be investigated fully, whether this has occurred in school time, 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 completed. 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 truancy – from the classroom or school premises.

In line with KCSiE, physical, verbal, racial or sexualised behaviour from one child to another is deemed to be 'child on child' abuse. 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 (parents of other children involved will also be contacted where appropriate).
- Loss of break/s and or participation in non-curricular events.
- Letter of apology or other reflection work undertaken using a restorative conversation.
- Removal of privileges.
- Individual behaviour/target plan created.
- Community activity, e.g. cleaning off graffiti, doing a job in a breaktime.
- Other agencies contacted or informed, including the Police or Children's Services.
- Suspension or permanent exclusion (see below)

A record of the incident, the investigation and subsequent action will be made and added to the child's educational records. Where the behaviour incident is deemed to be a very 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.

Lunchtime suspension

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.

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](#).

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

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

School procedures

Amber Alert Procedures (for specific behaviour needs)
 Field Play Rules
 Breaktime Rules
 School Values

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| Approved by Governors | October 2025 |
| Date of Review : | October 2026 |