



Heptonstall School Positive Behaviour Policy

This policy should be read in conjunction with our Anti Bullying Policy.

School Aims

It is the primary aim of our school that every member of the school community feels valued, respected and that each person is treated fairly in line with our Rights Respecting ethos. We are a caring community, whose values are built on mutual respect for all in line with our equality policy.

Heptonstall School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

To enable us to meet our aims we will:

- Create a calm stimulating environment where all children have the right to learn.
- Ensure children experience happy, safe, interactive and fun times in the playground and during structured activity sessions.
- Make sure our toilets are safe, clean and private places that are not over used during learning time.
- Make sure our cloakrooms/locker rooms are tidy places where people and property are respected.
- Provide after school clubs for our pupils providing the chance to develop skills and knowledge in a different learning environment to the school day.
- Ensure that all school and residential trips create life long memories for our children and are enjoyable and support children's learning and development.
- Ensure that assemblies have orderly entrance and exit procedures followed by all pupils and that good sitting and listening skills are used throughout.
- Expect calm, sensible movement around the school. All pupils will walk quietly and sensibly along the corridors.

Roles and Responsibilities

The Executive Head and Head of School will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour.
- Ensure that records are kept of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary

The Executive Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. They may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. Any decision regarding fixed term or permanent exclusion will be dealt with following the most recent DfE guidance and through using the Exclusions flowchart (Appendix 4)

The Head of School will:

- Monitor the standards of behaviour throughout the school.
- Support staff in the implementation of the policy.
- Report to the Executive Head Teacher when requested, on the effectiveness of the policy.
- Report to / meet with parents / carers of their phase when necessary.

All School Staff will:

- Provide opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Provide the opportunity to work in groups
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Be a positive role model
- Reward/praise positive behaviour
- Record on CPOMS all incidents of unacceptable behaviour using the correct category
- Ensure the pupils in their class know the class and school rules
- Inform parents about their child's welfare or behaviour and, where necessary, with the support of the school's pastoral team work alongside parents and other agencies
- Be aware of and understand their rights and responsibilities (see Appendix 2)

We believe that as part of the educational process, all adults in the school community have a responsibility to teach children appropriate behaviour. At Heptonstall we all work together to develop a caring and considerate environment. Staff should monitor all pupil behaviour and give appropriate rewards or sanctions. Staff at all times should model the behaviour we expect of our pupils. We believe that prevention is better than cure. It is important for pupils to know they are under some supervision and that checks will be made. Should a child misbehave the adult in charge will remind them of the appropriate behaviour required. Class teachers are responsible for their children's pastoral care and behaviour, but they do this in conjunction with the Leadership Team and SENDCo. The responsibility is also shared with Teaching Assistants and Lunchtime Supervisors. When staff have a concern about behaviour, they are encouraged to share this concern with the

class teacher. A written record should be kept of persistent and or serious incidents of misconduct via CPOMS. Serious Incidents should be reported to the Executive Head/Head of School or SENDCo. The SENDCo will seek to advise/support and where appropriate liaise with the Head Teacher, parents, and outside agencies

Pupils will:

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the school rules
- Resolve disputes positively
- Value and take responsibility of their actions and environment
- When necessary carry out self-monitoring
- Be aware of and understand their rights and responsibilities (see Appendix 2)
- Be aware of their emotions and actions and take responsibility for these

Parents, Carers and Families will:

- Support the school when reasonable sanctions have been used
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the head teacher, then if necessary the school governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities (see Appendix 2)

The Governing Body will:

- Support the school staff in the implementation of the policy
- Give advice, when necessary, to the head teacher about disciplinary issues
- Review the effectiveness of the policy

Monitoring and Evaluating

- The effectiveness of this policy will be regularly monitored by the lower and upper school phase leaders and SLT.
- The CPOMS system used by the school keeps a variety of records of incidents of misbehaviour in one central location for monitoring purposes.

Trips

Attendance on school trips is not an automatic right.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct or if the school feels a child's behaviour is not safe.

Access to after school clubs is not an automatic right.

The school reserves the right at any time to take away the privilege of after school clubs if to pupils if they are involved in any behaviour which we deem does not live up to our school code of conduct or if the school feels a child's behaviour is not safe.

Child on Child Abuse

Heptonstall School takes Child on Child abuse, Sexual violence and Harassment very seriously and understand that some children are more vulnerable to physical, sexual and emotional bullying and abuse by their peers. In our school this kind of abuse will always be taken as seriously as abuse perpetrated by an adult and as a child who is suffering or likely to suffer significant harm. (Refer to Child on Child Abuse Policy - Appendix 3 and KCSIE Part 5). Our behaviour system reflects child on child abuse and any incident of such behaviour is logged under the category 'child on child abuse' on CPOMs.

Rewards and Sanctions Policy

Wherever possible we seek at Heptonstall School to use **rewards** rather than sanctions. Rewards may be given out to children by any members of staff.

Rewards

- Verbal praise from Class teacher /other adult in school. Always emphasising positive behaviour.
- Dojo points – given out by any member of staff to pupils for following the school rules and setting a good example to others by demonstrating our Rights Respecting ethos.
- Positive comments in the marking of work
- 'Wow work' certificates given out in the end of the month HoS assembly.
- Children sent to other classes or Miss Dodd to show examples of good work
- Children may be rewarded by being asked to undertake special "jobs" or given certain responsibilities.
- Class teacher stickers

Sanctions

Sanctions should only be given out by the class teacher (in the absence of the class teacher the HoS should be consulted)

Stage 1

3-Step Triangle System:

All classes will use a 3-Step Triangle System. This must be used consistently by staff to ensure children across the school understand the agreed expectations of Heptonstall.



1st Step: Child's name is written on side of triangle, and they are reminded of behaviour expectations and offered suggestions or support to rectify behaviour.

2nd Step: Child's name is moved to opposite side of triangle and child is reminded of possible sanction.

3rd Step: If the child persists with low-level behaviour their name is moved to the bottom of the triangle and one of the following sanctions are applied by the class teacher. At this point the behaviour and sanction should be recorded on CPOMs.

- Loss of playtime (5 minutes KS1, 10 minutes KS2)
- Referral to the Head of School
- Referral to the Executive Headteacher

As this is a positive behaviour policy, it is the responsibility of the class teacher and support staff to 'spot' good behaviours so that children understand that they are always able to 'redeem' themselves. Usually, a child moving to the 1st Step is all it will take to see a change in their behaviour and be verbally praised for making good choices. Once this happens their name is removed from the triangle, and they can gain Dojo Points for being on-task. The system is applied for every individual lesson within the school day. This gives children the opportunity to start each lesson afresh.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, possibly in their own time at playtime.

Stage 2

If the strategies in Stage 1 do not have the desired effect and the misbehaviour continues, then it may be necessary for the School to move to Stage 2 as set out below:

- a. The child's parents or carers informed and may be invited to meet with the Class Teacher and/or the Head of School.
- b. Unless the child's behaviour improves, the child is put on report, parents are informed and invited to meet with the Class Teacher and the Head of School/Executive Head.

- c. If the behaviour persists, the child can be suspended or excluded in line with DfE Statutory Guidance. <https://www.gov.uk/government/publications/school-exclusion> Normally fixed term suspensions would be imposed but in very exceptional circumstances and as a last resort, a permanent exclusion can be imposed. Parents in these circumstances have certain rights to make representations to the appeals committee of the Governing Body.

The following behaviours are considered extreme and may require intervention from Senior Leaders and parents being contacted:

- Unprovoked violence
- Bullying (see Anti-bullying Policy)
- Constant disruption in class
- Abusive language, including swearing, racism, homophobia and insolence
- Vandalism

Physical violence or verbal abuse directed at anybody (adults and other children) may result in exclusion depending on the circumstances in which the incident arose.

Class teachers, and/or key workers – with prior agreement - should communicate with the child's parents or carers as soon as they have concerns; working together to promote good behaviour.

Close co-operation between home and school is encouraged when dealing with behavioural problems and staff will aim to involve and inform parents and carers as much as possible to discuss joint support strategies.

Pupils with SEN

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative

measures will take into account the specific circumstances and requirements of the pupil concerned.

Where children in school have an existing SEND need identified, they are usually working with a series of bespoke targets within their classroom which have been shared with the parents.

The school recognises that some pupils with SEN may have difficulties around comprehending and following rules, for a range of reasons. In such cases, the school will provide additional support and resources and, where appropriate, seek advice from external agencies. The school may need to make reasonable adjustments to policy to accommodate individual needs although extreme behaviours will not be tolerated.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND:

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis. Pupils with an education, health and care (EHC) plan: The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Zones of Regulation

At Heptonstall, we have implemented the Zones of Regulation across the school as a strategy to assist our pupils in developing skills to maintain and improve their mental and social well-being. Adults and children alike, adopt the principles of the Zones on a daily basis and we incorporate these into lessons and daily life. The Zones of Regulation incorporates Social Thinking concepts and numerous visuals to teach pupils to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

There are four zones:

✓ **Green Zone** – is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

✓ **Blue Zone** – is used to describe a low state of alertness. A person may have down feelings such as when one feels sad, tired, sick or bored.

✓ **Yellow Zone** – is used to describe a heightened state of alertness and elevated emotions; however, a person has more control when they are in the Yellow Zone. A person may experience stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

✓ **Red Zone** – is used to describe extremely heightened states of alertness and intense emotions. A person may be feeling or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The children learn to identify the emotions they are experiencing and the behaviour that may occur within each zone. They are taught how to regulate themselves using different strategies. When upset or angry children require time to calm down and manage their emotions before discussion around any unwanted behaviour takes place. Therefore, in every classroom children have access to visuals to share how they are feeling and a range of strategies to support them to manage their behaviour dependent on the zone they are in.

Further Guidelines

If a child's behaviour is serious enough to warrant it, then some of the steps in the staged procedure may be missed out and it may be appropriate to use the more serious sanctions and/or proceed directly to stage 2.

Children "on report" will discuss their report with the Class Teacher at the end of each day. At the end of 5 school days, a copy will be sent to parents. At this point, the Class Teacher has the option of extending the procedure for a further period of 5 school days but they will inform parents of whatever course of action is decided upon.

It is expected that a child will not normally remain "on report" for longer than 10 consecutive school days, but this period can be extended for longer at the Class Teacher's and Executive Headteacher's discretion. If behaviour has not improved after this period, the child's parents or carers will be informed and exclusion may follow.

Reasonable adjustments may need to be made around children with additional needs; most likely, in agreement with external services.

Teaching staff must ensure that children are informed of and understand this policy.

Review:

The policy will be reviewed in line with the school's review cycle. However, the Governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

Policy agreed: **September 2024**

Policy review due: **September 2025**

Appendix 1-School Code of Conduct, Reward and Sanction Procedures

The Code of Conduct is part of our Home-School Agreement. Children are asked to make an effort with five things and following the school's Code of Conduct is number one. It is displayed around the school and is simplified to the main headings for younger children.

Our Code of Conduct

Code of Conduct from school council to follow.

Examples of behaviours that would be sanctioned by time out/losing own time e.g missing playtime or part of lunchtime

- Distracting others
- Refusing to share
- Interrupting others
- Speaking out in class or shouting out
- Rough play at playtime
- Answering back/arguing back
- Being unkind to others
- Ignoring a request from an adult

Examples of more severe behaviours:

- Swearing
- Being disrespectful to adults
- Damaging property (school or others)
- Throwing objects
- Refusal
- Fighting
- Stealing
- Leaving class without permission

Children who repeatedly breach the behaviour policy by displaying the above behaviours will be logged on cpoms and the Executive Head consulted. Children will always be supported to demonstrate the correct/appropriate behaviours through pastoral support.

Appendix 2 - Rights and Responsibilities

Staff Rights	Staff Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner.
To be treated courteously by all others in the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's system/policies/expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed To try/use and to evaluate new approaches
Pupil Rights	Pupil Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and themselves safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others
Parent Rights	Parent Responsibilities
To be treated with respect	To behave respectfully towards others
To be safe	To behave in a way that keeps others and themselves safe
To be listened to To share opinions	To listen to others To give opinions in a constructive manner

School Suspension and Exclusion Flow Chart

