
Behaviour Policy



Heron Park Primary Academy

Approved by:	Helen Crees	Date: July 2024
Last reviewed on:	July 2024	
Next review due by:	July 2025	






Heron Park is an academy where every child matters. We believe that children must have the opportunity to flourish in our school where they are understood, have their needs met, and where they are prepared for the next stage in their education and lives. Our behaviour policy helps us to create a nurturing,

stimulating and secure environment in which pupils and staff feel safe, are able to learn, and feel good about themselves.

Our Vision and Values

At Heron Park our vision is for our children to reach their potential, demonstrating **Quality, Excellence and Passion** in everything they do. Our vision is achieved by having the highest aspirations for all and expecting the very best behaviour from all our children. This policy creates a framework for achieving pro-learning and pro-social behaviours that encourages our pupils to be successful, both at school and in their futures. We want our pupils to be equipped with the skills and knowledge they need to have fulfilled futures in an ever-changing society.

At Heron Park, we have clear values which enable us to achieve our vision. Our values are represented by characters. The attributes, behaviours and skills that build these values are made explicit within both the school and wider community.

Values				
Respect	Curiosity	Independence	Resilience	Aspiration
				
<p>Allowing others to learn without distraction.</p> <p>Listening to others without interrupting.</p> <p>Using kind words and kind actions.</p>	<p>Face challenges in a positive way.</p> <p>Ask questions to really understand.</p> <p>Look forward to new learning.</p>	<p>Be ready to learn.</p> <p>Have a go.</p> <p>Reflect on feedback, make changes.</p>	<p>Believe in yourself.</p> <p>Take risks, make mistakes.</p> <p>Never give up.</p>	<p>Think big, dream big.</p> <p>Try new things.</p> <p>Aim to beat your best.</p>

Aims

This policy aims to:

- Ensure all stakeholders understand that school is a place where staff and children have a right to feel safe, are able to learn and feel good about themselves.
- Outline the positive culture within the school, how we promote excellent behaviour and how we celebrate this with pupils.
- Explain our consistent approach to behaviour management across the setting.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Define what we consider to be unacceptable (unsocial and antisocial) behaviour, including bullying and discrimination.
- Outline the expectations and consequences of unsocial or anti-social behaviour.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

Our definitions of behaviour

We use three terms to describe behaviour: prosocial, unsocial, and antisocial. We define these terms in the following ways:

Behaviour

- Anything a person says or does, which is everything we see or hear.
- How you act or conduct yourself, especially towards others.
- Everything from the most prosocial to the most extreme antisocial.

Prosocial Behaviours

- Behaviour which is positive, helpful, and intended to promote social acceptance.
- Characterised by a concern for the rights, feelings, and welfare of other people.
- Behaviour which benefits other people or society.

Unsocial Behaviours

- Unwilling or unable to behave in a sociable way in the company of others.
- Not doing as instructed.
- Demonstrating distracting behaviours.

Antisocial behaviour definition

- Behaviour that causes harm to an individual, the community or to the environment.

- Behaviour that is likely to cause injury, harassment, alarm, or distress.
- Behaviour that violates the rights of another person (e.g. preventing other children from learning).
- Behaviour that is contrary to the laws and customs of society.

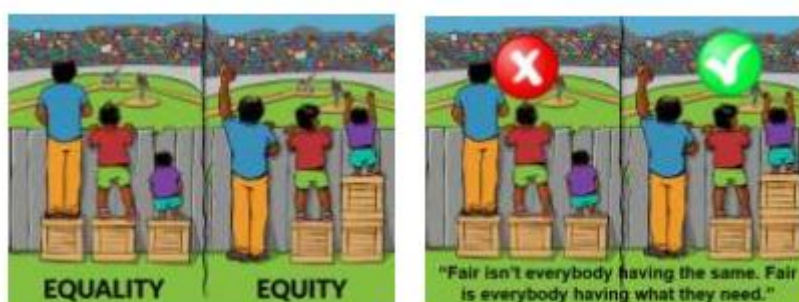
Our high expectations of behaviour are underpinned by our commitment to **Therapeutic Thinking**.

Therapeutic Thinking

Therapeutic Thinking is an approach to behaviour that prioritises the prosocial feelings of everyone within a setting. It is based on the principle that:

- Negative experiences create negative feelings. Negative feelings create negative behaviour.
- Positive experiences create positive feelings. Positive feelings create positive behaviour.

Equality and Equity



At Heron Park, we recognise that Equality relates to promoting fairness. Equity is giving everyone what they need to be successful. We know that children who have risk factors in their lives are more likely to have negative feelings and are therefore more likely to display negative behaviours. Whilst we recognise that we cannot eradicate all the risk factors a child may have experienced or be experiencing which lead to negative behaviours, we use key elements of the therapeutic approach to look to ensure the child has as many protective factors and positive experiences as possible. By using this approach, we believe that children grow to have more positive feelings within them, and this enables them to demonstrate prosocial behaviours which is our expectation of each pupil.

Our High Expectations

All adults and children at Heron Park have a role to play in ensuring the highest standards of behaviour across the academy. We recognise and celebrate prosocial behaviours demonstrated each day. Unsocial or anti-social behaviours are never ignored and will always be addressed by members of staff using key elements of the therapeutic approach. This means that we will work with the pupil to establish what led to the behaviour. We then employ restorative strategies to help pupils to develop prosocial behaviour, recognising what went wrong, how the situation can be resolved and strategies to ensure that it does not happen again.

We expect pupils to come to school to learn and teachers to come to school to teach. Both should be able to do so to the best of their ability. Our high expectations of behaviour apply both inside and outside of the classroom to keep the whole school community safe and allow all children the right to learn.

Our School Community: Staff, Pupils and Parents

We model prosocial behaviours to our children and expect our entire school community to work together to uphold our high expectations related to behaviour. We aim to work collaboratively with parents/carers in supporting the behaviour of children. We recognise that positive relationships between school and home are essential in reinforcing positive/prosocial behaviours and we work hard to develop supportive partnerships. There may be times we ask parents to attend meetings with teachers and other members of staff to put in place structured behaviour support for children.

What pupils can expect from staff

Pupils can expect staff and other adults in the school to:

- Create a positive, safe environment where everyone can thrive.
- Plan and deliver lessons which engage and motivate you to achieve.
- Be enthusiastic and develop positive working relationships with you and your peers in their classes.
- Celebrate the success of pupils in lessons, after school activities and assemblies.
- Encourage all pupils to contribute to the work in hand.
- Communicate both successes and concerns with parents.
- Have a well organised room.
- Treat you fairly with dignity, kindness and respect.
- Use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour.
- Be approachable and listen to you at appropriate times.
- Always take seriously any complaints or incidents of bullying (both online and offline), discrimination, harassment, aggression and derogatory language (including name calling) or other inappropriate behaviour reported to them.
- Set high expectations, clear boundaries and regularly agree classroom and behaviour expectations.
- Use rewards and, where necessary, sanctions consistently.
- Model the behaviours you wish to see.

We have a regular programme of Professional Development for staff to support them in the implementation of behaviour strategies. Staff new to the school are provided with induction which outlines systems and processes linked to behaviour.

When managing behaviour, staff consider the following:

- Staff are reminded to recognise their own feelings when managing unsocial/antisocial behaviour and should seek support when needed. Staff support one another by using a 'thumbs up' system indicating whether they require additional support or a 'change of face' in handling a situation with a child. Staff are encouraged to remember:
- How to recognise their own feelings – are they the best person to deal with the incident at that time? Would a change of face be more appropriate?
- To 'accept, acknowledge and listen' using repetition so that the child understands– 'When you are ready, I will listen....'
- Throw a lifeline. Protect a child's self-worth – 'We want to help you... what needs to happen for you to feel good right now?'
- Be kind, stay in positive positions.
- Use therapeutic educational consequence resources, during reflection change conversations, to decipher what went wrong and how the child can now demonstrate prosocial behaviours.

What staff can expect from pupils

Staff expect pupils to:

- Arrive at lessons on time.
- Enter the classrooms quietly.
- Wear full school uniform correctly.
- Sit where they are told to sit by the teacher or any other member of the school staff.
- Follow classroom rules and procedures and not disrupt the learning of other pupils.
- Follow instructions given by staff and other adults.
- Listen attentively to the teacher who will explain the lesson, what you are going to do, why and how.
- Treat all members of the school community with dignity, kindness and respect.
- Use appropriate language.
- Listen to others' ideas and work cooperatively.
- Tell the truth and learn from their mistakes.
- Care for the classroom and resources, respecting others' property.
- Value other individuals and their contributions to lessons.
- Lead by example creating a good role model for younger pupils in the school.
- Accept responsibility for their behaviour.
- Consider the needs of all the other people in the classroom.
- Use ICT in accordance with school Online Safety Policy and procedures.
- Be responsible when using online technologies and not compromise staff or other adults in the school community.
- Report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling); antisocial use.
- Behave appropriately when outside school.
- Be an ambassador for the school.

What staff can expect from parents

- Encourage my child to try their best and celebrate their efforts.
- Set-up the right conditions for my child to be a great learner e.g. enough sleep, positive encouragement, a good breakfast, share a love of books.
- Support the school rules and policies.
- Take seriously any antisocial behaviours my child may exhibit outside of school which I or the school have been notified of.
- When asked, attend meetings in school to discuss my child's behaviour with staff.
- Be active in the life of the school by coming to parent's evenings, workshops and events and take opportunities to discuss my child's progress.
- Encourage the promotion of good behaviour and inform the school of problems which might affect my child's behaviour or learning in school.
- Behave in a polite and respectful way to staff, other parents and children, when on school grounds.
- If a problem arises, communicate this with your child's class teacher.
- Support the school's internet and social media agreement; including positivity on parent Whatsapp groups and other public, online platforms.

What parents can expect from staff and other adults in the school

Parents may expect staff and other adults working in the school to:

- Treat all adults with dignity, kindness and respect.
- Set high standards of work and behaviour for all children in their care.
- Encourage children to always do their best.
- Deal promptly with any incidents of bullying (including cyberbullying, prejudice-based and discriminatory bullying) regardless of whether a child is seen as either the perpetrator or the victim.
- Impose sanctions consistently in accordance with this policy and procedures.
- Promote positive behaviour and reward such behaviour in accordance with this policy and procedures.
- Promote positive behaviour beyond the school gates and communicate clearly with parents where a child's behaviour has reflected negatively on the school and its values.
- Discuss children's actions with them, give a warning and ensure that a child knows what consequences will be put in place should they continue to misbehave.
- Provide a balanced curriculum to meet the needs of each child.
- Keep you informed about general school matters, and your child's individual progress.
- Let you know if there are any concerns about a child's work, attendance, or behaviour.

Teaching and Learning Behaviour Expectations

At the beginning of each school year, we review the school values and behaviour expectations with our pupils. We teach them about pro-social behaviours and include visuals in classrooms to remind them of what we are looking for in our setting.

Pupils are taught the behaviours which are expected to be demonstrated within the school community. Across the year, these are reinforced through assemblies which are carefully planned to continually promote the school values.

We use behaviour management signals across the school:

- EYFS and KS1 will use: 3 - 2 - 1, Team Stop (with two hands raised - asking the children to mirror this).
KS2: 3 - 2 - 1, Team Stop (with one teacher hand raised) alongside the mnemonic STOP classroom sign (displayed at the front of the classroom)
- "Magnet eyes": (age appropriate) to ensure pupils are listening attentively and showing good looking to stimuli or speaker.
- "My turn, your turn": to aid oracy participation in lessons.
- 'Turn to your partner': to aid oracy participation in lessons.
- A 'no hands-up' policy.

We use three signals to support safe and quiet movement around the classroom:

1. Stand up & face where you are going
2. Move/ transition
3. Sit down/ line up

Classroom Behaviour System





All classrooms have on display the relevant behaviour guidelines and system to best support learners in meeting our expectations.

Each classroom should have:

- The five school values.



- A therapeutic display, promoting pro-social examples on their class tree display.
- Pro-social, Un-social and Anti-social behaviour posters.
- The behaviour pathway: Check, Choice, Chance and Change (see below).
- An accessible 'change conversation' booklet/activity (see Appendix A)
- Zones of regulation poster.
- Agreed whole-school rules poster.
- Discrete, teacher monitoring behaviour pathway

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

Teachers display the zones of regulation in classrooms. There are four colours displayed: Green, Blue, Yellow, Red. Children have tools (e.g. coloured strips, different coloured blocks) which they can use to signal how they are feeling. Teachers use the assessment tool (children choosing colours) to help identify children's emotions and guide them towards activities/discussions to support them. Each term, we teach children emotional vocabulary to help them improve their emotional Literacy and assist them in communicating how they are feeling.

Prosocial

At our school, we focus on encouraging and noticing prosocial behaviour. These pro-social behaviours are identified as (but not limited to):

- Share and take turns.
- Good looking.
- Good listening.
- Being a good friend.
- Using kind hands and kind feet.

Response: Celebrating Success!

For displaying this/these behaviour/s, pupils will receive non-verbal and verbal praise and rewards ranging from class: values teddies as recognition for showing school values, reward stickers, Dojo points, weekly behaviour champion postcards home, weekly class trophy and certificate for the theme of the week or stickers from SLT.

Staff recognise when pupils are demonstrating the values and award pupils Dojo points in recognition of this. Dojo points are awarded daily, to form a weekly total, and each week a positive behaviour postcard is sent home to commend the top three scoring children for excellent behaviour achievement. These are presented in class at the end of the week.

Where pupils complete exceptional work, they will be sent to the Headteacher and Deputy Headteacher for special Headteacher/Deputy Headteacher Award Stickers.

Examples of Rewards



Additionally, all staff hold 'golden tickets'; they can award these to any pupil they see demonstrating exceptional values. Pupils post golden tickets into a post box. A ticket is chosen termly and a prize awarded to the individual.

Unsocial

Unsocial behaviour is identified in our school as (but is not limited to):





- Refusing to join in
- Not listening
- Being unkind
- Distracting others from learning
- Not following our school rules or values
- Talking when staff or other pupils are talking

Response

If a pupil is displaying unsocial behaviours, in accordance (but not limited) to those above, the teacher will implement the behaviour pathway for a pupil (see below), following the four Cs: check, choice, chance and change.

A discrete pathway recording sheet is kept on each teacher's desk, to support members of staff with implementing this policy and process fairly and consistently, and to record the child's name or initials at each stage to monitor response and support given.

 Check	
 Choice	
 Chance	
 Change	

			
<p>Check</p> <p>Children are given an initial verbal reminder to check that they are following the school rules.</p> <p>This should be a reminder about what the pro-social behaviour we want to see looks like and explicit support for them to achieve this.</p> <p><i>Staff may use the following script:</i> "I've noticed..." "I can see that ..." "Check you're following the rules." "You need to show me _____ - thank you."</p>	<p>Choice</p> <p>If behaviour continues or worsens, a lifeline of limited choice should be given. This provides children with two options to support their behaviour getting back on track.</p> <p>At this stage, children should be reminded that if they do not make a good choice, then obviously a consequence would need to be put in place.</p> <p><i>The following script may be used:</i> "To help you follow the rules, I'm going to give you two choices." "Would you like to _____ or _____?" _____ or _____?"</p> <p>If the pupil makes a good choice at this time, there is no requirement to continue along the behaviour pathway.</p> <p><u>Playtimes/Lunchtimes</u> If a choice is implemented at break time, it will involve suggesting the child plays in a different area or plays with other children.</p> <p>In the lunch hall, a pupil would be asked to sit next to another friend or in proximity to duty staff.</p>	<p>Chance</p> <p>If behaviour continues and limited choice is not followed, then a 'last chance' will be issued. The chance has two stages:</p> <p><u>1. Reset Station</u> The pupil will move to the reset station in the classroom. The member of staff will choose what the child does to reset. This could be: current class work, a reset activity or both (depending on the need of the child).</p> <p>On very rare occasions, a pupil may find it difficult to reset in their own class. In this instance, the class teacher will request that the pupil resets in another classroom of the teacher's choosing - often the parallel class.</p> <p><i>The following script may be used: "(Name), I'm going to give you a chance to reset your behaviour."</i> "Working at our reset station will help you to (positively frame the behaviour)."</p> <p><u>2. An educational consequence</u> An educational consequence will follow a reset (see examples below). We envisage that the educational consequence at this stage of the behaviour pathway will often be the work that the child has missed.</p> <p><u>Playtimes/Lunchtimes</u> If a 'chance' has to be issued at break time, the</p>	<p>Change</p> <p>Years 1-6 If behaviour persists, despite the interventions put in place beforehand - from following the behaviour pathway, a Change Conversation will take place in a designated intervention room where the child will complete the following: *reflection on behaviour choices made *regulation or identification of emotions *completion of restorative activities/ coaching to reduce the likelihood of behaviour being repeated</p> <p>Pupils will also use break time/lunch time to complete an appropriate educational consequence e.g. writing an apology/ completing missed learning.</p> <p><i>The following script may be used:</i> "I can see that you are continuing to choose to _____; you haven't reset your behaviour so we can talk about that during a change conversation."</p> <p>In EYFS, change conversations are completed alongside the class teacher using the change conversation sheet for the age-phase.</p> <p>Examples of change conversation booklets are included in appendix A.</p>

		<p>child will miss some play and will stand with the duty staff. If behaviour persists, pupils will be sent for a change conversation.</p> <p>In the lunch hall, a pupil would be sent to eat on a different table.</p>	
--	--	---	--

Examples of educational consequences include:

Behaviour	Educational Consequence
Throwing items of stationery during a lesson.	The child picking up a pot of pens that they have knocked over.
Refusal to complete a task/ activity.	The child completing any learning that was missed during their own time.
A child arguing with their peers over a game and snatching items.	The child practising sharing as part of 'change conversation' modelling, through a game scenario.
A child littering during break time.	The child being allocated a 'litter picking' duty at break time.
A child saying an unkind comment to another child for the first time (not including any comment about the protective factors within the equality policy: age, disability, gender reassignment, race, religion or belief, sex, and sexual orientation. Any comments related to these would be immediately anti-social).	The child producing an anti-bullying poster to display in the classroom, alongside making a sorry card and verbal apology.
A child distracting other children from their learning, by constantly whispering and tapping on their desk.	The child practising sitting at a desk, working in silence, without tapping.
A child using bad language towards another child in the class.	The child learning other words to use when they are angry/ irritated, as well as appropriate and inappropriate responses and role playing these.
A child continuously calling out in class.	The child practising impulse control in different situations.

Antisocial

Anti-social behaviour is identified in our school as (but not limited to):

- Refusing to comply with disciplinary sanctions including those put in place when demonstrating unsocial behaviours.
- Deliberately acting in a manner to cause annoyance or irritation.
- Hurting others/fighting or aggression.
- Being rude/disrespectful.
- A child leaving the class or school site without permission.
- Consistently breaking the rules or consistently demonstrating unsocial behaviours..
- Being unsafe.
- Damaging property.

- Discrimination – not giving equal respect to an individual based on disability, gender, race, religion, age, sexuality and/or marital status.
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Bullying – a type of harassment which involves criticism, personal abuse +or persistent actions which humiliate, intimidate, frighten, or demean the individual which continue over time.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol, tobacco or banned items.
- The school has a zero-tolerance approach to child-on-child abuse.

Response

If anti-social behaviour is displayed, then a protective consequence will be put in place immediately. A 'change conversation' will take place, once the child has re-regulated.

Any learning/missed work may also need to be completed in the pupil's own time (this may be at home).



Examples of protective consequences include:

Behaviour	Protective Consequence
Pushing another child over during football.	Missing a decided number of football sessions at break time and playing other supervised games. Parents informed.
Using bad language in front of peers during unstructured times of the day.	Pupil unable to be out at break time until deemed suitable by SLT and class teacher. Parents informed.
Arguing with peers over stationery and learning resources.	Revised seating plan, removing partner for the next week and seating child closer to the teacher for stringent monitoring. Parents informed
Damaging school property	Removal from key area/time off playground until the pupil has reset. Written apology to Site Manager/SLT Parents informed
Being unsafe in the classroom, disrupting learning and refusal to move to a safer location.	Explain to the class that 'to help our friend, we are going to go to....' Class will be moved from the location and SLT called to support the pupil.
Bullying	Removal from break time Working in an alternative classroom for a number of sessions. Written apology/verbal apology to pupil Parents informed A report card will be considered at this point.
Cyberbullying	Restrictive time on school equipment Parents informed Verbal/written apology to pupil.

Report

A report card (see Appendix B) will be put in place for one of two reasons:

1. Your child has repeatedly been to a change conversation/restorative lesson and has still exhibited unsocial behaviours.
2. Your child has demonstrated anti-social behaviours.

In these instances, you will be invited to come into a meeting with the class teacher/SLT. At this meeting, there will be opportunities to discuss concerns and formulate key behaviour targets for a pupil. The targets will be put onto a report card. Reports will be measured with scores for each session across the school day. During the time on report, pupils will take their report cards to the member of SLT on duty to review their scores at break time, lunchtime and at the end of each school day. Scores should also be shared with parents at agreed intervals e.g. daily or weekly. If scores remain consistently good, for an agreed period of time, the pupil will come off report.

NB: During time spent on report, pupils will access break times and lunch times in the Woodland room or in another space deemed appropriate.

Internal Suspension

Depending on the severity of the antisocial behaviour, an internal suspension may be issued. The Headteacher, or in the Headteacher's absence the Deputy Headteacher, or delegated SLT member makes the decision about internal suspension. Parents will be informed about the internal suspension. Parents can expect to receive the following information:

- What behaviour led to the suspension.
- How the behaviour breached the school behaviour policy.
- How home can help in reinforcing positive behaviour in school.

During an internal exclusion, a pupil will either be placed in a location away from peers and supervised by an adult. In certain circumstances, the location may have to be another classroom in the school. When using internal exclusions, the health, safety, and welfare of the pupil will come first, and pupils will not be kept longer than necessary. During the internal exclusion, lunch, toilet and movement breaks will be planned. Internal exclusions are added to Arbor and reviewed internally and by the Trust Lead.

Following an internal suspension, a pupil will be placed on report as extra monitoring of behaviour is required. Parents will be invited to a meeting where a report card will be generated. At this meeting key behaviour targets will be generated for a pupil. The targets will be put onto a report card. Reports will be measured with scores for each session across the school day. During the time on report, pupils will take their report cards to the member of SLT on duty to review their scores at break time and lunchtime. If scores remain consistently good, for a period of time, the pupil will come off report.

Fixed Term Suspension

There are behaviours for which a short suspension from the school will be necessary. They can be regarded as unacceptable because of the **severity** of a particular behaviour or because of the **frequency** of less serious behaviour. Fixed-term suspensions will only be used in the event of serious incidents and this sanction may only be applied by the Headteacher, or in their absence, the Deputy Head. The list below is not an exhaustive list and other serious incidents will be dealt with as appropriate. Serious behaviours may include:

- Bringing offensive weapons into the school
- Racism or sexual harassment
- Not following adult instruction
- Being unsafe

- Interfering in other children’s learning
- Bullying
- Endangering the safety of self or others
- Physical aggression
- Use of or possession of dangerous or illegal substances
- Serious damage to property
- Offensive language directed at a member of staff or visitors to the school site.

Fixed term suspension lengths are set by the Headteacher, or in their absence, the Deputy Headteacher and can be up to 5 days not in the school setting.

When a fixed-term suspension is imposed, the school will contact parents with the expectation that parents will come to the school to collect their child. The Headteacher, or nominated member of SLT, will talk to parents outlining the following:

- Behaviour leading up to a suspension
- How the behaviours breach behaviour policy.
- Strategies employed to help the child reset.

There will be an opportunity for the Headteacher/SLT to talk with parents about how they can support their child to reset and reform before returning to school. A suspension letter will be issued and the Local Authority, Trust and Local Academy Board will be informed about it and why it has been imposed.

Following a suspension, parents and pupils will be invited into a reintegration meeting. At this meeting, the short-term strategies put in place to help the child to succeed will be shared. A risk reduction plan/behaviour plan will be put in place for the pupil. There will be follow-up meetings put in place to continually assess pupil behaviour and the behaviour plan in place following the fixed term suspension. If the pupil makes good progress, the behaviour plan will cease.

Permanent Exclusion

Although it is likely to be on very rare occasions, the school reserves the right to permanently exclude students should they seriously or persistently breach the school’s Positive Behaviour Policy. National guidance states a decision to exclude a pupil permanently should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

All exclusions are only lawful when the decision is made by the Headteacher, or in their absence, the Deputy Head.

SEND

We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support, which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. Therapeutic Thinking allows us to develop adapted approaches for pupils whose SEN and/or disabilities cause them to display antisocial behaviour. Parents/carers will be kept informed and given every opportunity to share their perspectives, so together we can ensure the best support for the pupil. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school’s Special Educational Needs Policy and SEN Information Report for more information.

Safeguarding

Due care will be taken to ensure everyone is kept safe. We adhere to KCSIE 2024, please see the school Safeguarding Policy for full information. Incidents of poor behaviour will be considered by staff as a potential safeguarding concern and consult with the safeguarding lead when necessary. Inappropriate behaviour between peers will be challenged and considered using KCSIE 2024 to see if they are abusive in nature. To prevent incidents escalating, staff will give students options to behave appropriately in line with this behaviour policy.

Other areas to be aware of: Smoking, Alcohol and Drug

In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas. Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches, pipes or vapes. In the interest of health and hygiene, we request that people refrain from smoking outside the school gates. Staff are required to follow the school's Smoking, Alcohol and Drug Policy, included in the AAT Employment Manual.

We have a clear medicines policy for any pupil requiring prescribed drugs /medication. Any illegal drugs found on a pupil will have them confiscated and our disciplinary procedures will be followed.

Search & Confiscations

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 Power to search without consent for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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 rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found because of a search. Prohibited items found as a result of a search may be kept for a period of time, kept until retrieved by a parent or carer, disposed of or reported to the police.

Use of reasonable force

At Heron Park we start from the premise that staff should work positively and confidently with children and find the least intrusive way possible to support, empower and keep children safe. The foundation of good practice in working with children should be:

- Building relationships of trust and understanding,
- Understanding triggers and finding solutions.

- If incidents do occur, defusing the situation and/or distracting the child wherever possible.

Legally, members of staff in a school have the power to use reasonable force to:

- Prevent pupils committing an offence.
- Prevent a pupil from injuring themselves or others.
- Prevent a pupil from damaging property.
- Maintain good order and discipline in the classroom.

At Heron Park Primary Academy we avoid positive handling unless a pupil is a danger to themselves or others. Staff have been shown how to move a pupil quickly and safely to a safe space. The school will always record this in CPOMS/Arbor and inform parents/carers.

Headteachers 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. (Behaviour and Discipline in Schools, 2016. DfE)

Heron Park Primary Academy does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result. Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents. Such serious incidents involving the use of force will also be recorded by the school.

Appendix A

Change Conversation Booklets/Activities

EYFS

?	broke something	hurt someone	not listening	shouting out	being unsafe
What were you thinking or feeling?	angry	sad	annoyed	silly	fidgety
Who has been affected?	me	another child	my teacher	my family	
What needs to happen to put things right?	say sorry	tidy up	have thinking time	finish my learning	make a change
Next time I will...	make a good choice	listen carefully	be respectful	go to a calm space	ask an adult for help

KS1

?	broke something	hurt someone	not listening	shouting out	threw something	ran off	being unsafe	something different
What were you thinking or feeling?	angry	sad	annoyed	silly	fidgety	bored	lonely	something different
Who has been affected?	me	another child	my teacher	my family				

What needs to happen to put things right?	say sorry	fix something	tidy up	have thinking time
	finish my learning	make a sorry letter	make a change	something different
Next time I will...	follow the rules	move away	go to a calm space	ask an adult for help
	make a good choice	listen carefully	be respectful	something different

KS2

?	broke something	scribbled on something	hurt an adult	hurt a child	being unsafe	hid from adult	not being respectful
What happened?	using bad language	being disruptive	not listening to instructions	threw something	ran off	tore up work	something different
What were you thinking or feeling?	worried	fidgety	confused	angry	sad	annoyed	silly
	scared	embarrassed	nervous	bored	furious	lonely	something different
Who has been affected?	me	a friend	a teacher	my class	my mum	my dad	my family
	other children	my sibling	people in the community	animals	everyone	another adult	someone else

What needs to happen to put things right?	make a card	write a letter	talk to someone	say sorry	fix something	have thinking time	tidy up
	make a change	clean something	make a plan	practice	finish my work	hug	something different
Next time I will...	move away	ask for a break	go to my calm space	get a fiddle toy	ask for help	tell someone how I feel	count to 10
	play with someone else	be respectful	make a good choice	take deep breaths	listen carefully	remember the rules	something different
How do you feel now?	sad	sorry	guilty	annoyed	embarrassed	worried	nervous
	hungry	tired	unsure	calm	better	okay	something different

I must remember to _____

KS2

?	_____
What happened?	_____
What were you thinking or feeling?	_____
Who has been affected?	_____

What needs to happen to put things right?	_____
Next time I will...	_____
How do you feel now?	_____

I must remember to _____

Appendix B

Report Card Template

Name	Date
------	------

Target: To achieve a score of at least 18 every day.

What an excellent session (3) looks like:

- I follow adult instructions.
- I complete my work to the best of my abilities.
- I remain in my classroom, unless I am given permission to leave.
- I share how I am feeling with an adult; the adult helps me sort any worries.
- I eat and play in the woodland room.
- I share my report card scores with a member of SLT and my parents.

Notes

1 = not a good session 	2 - some good some not so good 	3 = excellent session
-----------------------------------	---	----------------------------------

1 = not a good session 	2 - some good some not so good 	3 = excellent session
-----------------------------------	---	----------------------------------

	Entry to school	Settling into class	Break	Session 3	Lunch	Session 4	Session 5	Total for day
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	/18 or above
	Session 1	Session 2	Break	Session 3	Lunch	Session 4	Session 5	Total for day
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	/18 or above
	Session 1	Session 2	Break	Session 3	Lunch	Session 4	Session 5	Total for day
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	/18 or above
	Session 1	Session 2	Break	Session 3	Lunch	Session 4	Session 5	Total for day
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	/18 or above
	Session 1	Session 2	Break	Session 3	Lunch	Session 4	Session 5	Total for day
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	/18 or above

Appendix C

Behaviour/Risk Reduction Plan



Heron Park School-based Risk Reduction and Behaviour Plan

Date:

Detail required	Child's Details
Name	
Date of Birth or age	
Class and Year Group	

Adults included in the development of the plan

Name	Relationship and contact

Details of decision regarding parent and carer or pupil involvement

Specify any issues of SEN, Child Protection, Race, Culture or Diversity

Reason for risk/behaviour management plan:

Timescales

Date plan to start:

Please add any supplementary details relevant to this plan:

Give details of any known strategies or precautions required to avoid, manage or predict the behaviour or risks and specific triggers to be avoided

Are there any other risks or concerns that you feel should be considered that are not directly linked to this plan?

Please identify any essential documents that should be read or consider and where they can be located, Assessments, expert reports, assessments, chronologies, SEN plan, EHCP etc (any plan)

Heron Park Primary Academy



Behaviour/Risk Management Action Plan for	<i>Insert name of child</i>
Date of plan	<i>Insert date</i>
Distributed to	<i>List all people to receive a copy of the plan</i>
Review date	<i>Insert date</i>

Behaviour/Risk	Action/Reasonable Mitigation	Adult responsible Limited vocabulary used with the pupil.	What happens if strategies do not work?

Date risk assessment and plan agreed	Name and role in school	Signature
Date	Name - Headteacher	
Date	Name - Designated Safeguarding Lead	