Behaviour Policy

Reviewed: October 2026

At Heathlands, each child will be encouraged to develop the skills, values and attitudes that enable them to become a well-motivated, confident and independent learner. They should understand that empathy and tolerance of others is a critical skill to be a valued part of a wider community.
All staff will maintain the highest expectations of all children whilst accepting that all children are learning how to behave appropriate to their age.
"Every child deserves a champion – an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be."
Rita Pierson

Calm and Consistent Approach:

Staff will:-

1. Meet and greet each child.
2. Refer to 'Respect, Excellence and Integrity' – The Heathlands Way.
3. Model calm and consistent positive behaviours and build positive relationships.
4. Communicate clearly and simply.
5. Reflect on all behaviours with children.
6. Acknowledge positive behaviours; they will never ignore learners who are not demonstrating the Heathlands' values and remind them of expectations.
7. Regularly communicate with parents/carers for all types of behaviour.
8. Staff will timetable a specific Stormbreak session daily.
9. PSHE will be taught weekly following the SCARF scheme.

Classroom Environment:

- At Heathlands we follow inclusive classroom practice and spaces.
- Heathlands Way displays will be used as a reference point for what our values mean and should look like.
- Specific teaching about the values and their meanings will take place in assemblies in all classes.
- Each class will have a class charter written at the start of each year with children in the class and displayed appropriately so it is valued. This will be referred to as often as is necessary. The language will be positive: I can… We will…
- At Heathlands we will teach children what the expected behaviours look like throughout their time with us, building on this as they grow.
- Each class will have a calm zone and a calm box which are taught about through our behaviour curriculum.

Outside Environment:

- Staff will encourage children to interact with each other e.g. sharing resources, taking turns, winning and losing in a sportsman like way.
- If outdoor disputes arise, all children involved will be given a chance to say what they think has happened without interruption. Time then needs to be put aside to repair and rebuild.

Positive reinforcement

- Verbal feedback is a high priority in and out of class. Staff should praise children for demonstrating the qualities of the school values and other positive choices.
- Staff will always model positive language, a growth mindset and Zones of Regulation approach.
- Behaviour and positive qualities are explicitly taught e.g. in PSHE lessons, circle times and assemblies.
- Staff will always look for positive behaviour and positive qualities.

Rewards

- House points awarded for demonstrating positive behaviours of the Heathlands' Way and academic achievement/effort. These will be recorded on the Trackit Lights system as green points.
- Certificates for achieving certain milestones of personal house points will be given to children in class – Bronze, Silver, Gold, Platinum, Diamond, Rainbow.
- Staff will communicate with parents/ carers about positive behaviours.
- Staff will also have individual/ class reward systems and incentives in place e.g. charts, marbles in a jar, stickers, whole class rewards. These will not be individual gifts.
- Every week, one child from each class will be nominated by the class team for a certificate linked to the half-termly value and/or class charter with a clear reason for achieving it. This is then shared in celebration assembly.
- The certificate winners, from each class, will be invited to afternoon tea that week.
- Every week, one child from each class will be nominated for academic achievement/effort in a variety of subject areas. The piece of work that achieves this will be copied and sent home so parents can see it.

If behaviour does not meet expectations

- Staff will remind children of the expected behaviour and an alternative positive choice; they will be given time and opportunity to demonstrate acceptable behaviour.
- Language used by staff will where possible reinforce positive expectations rather than focussing on negatives.
- Staff will remind children of their "Zones" work and tolls they can use.
- If there is a significant incident the adult who deals with it will ask for SLT support if needed and then record this on track it– not leaving playground duty to do so if it happens outside.
- If the child is then still presenting with inappropriate behaviours and not following expectations, a consequence will be needed.

Consequences

Consequences will sometimes be needed; these will always be on an individual level.
Consequences for low-level behaviours including;

- talking and chatting when direct teaching is happening,
- disturbing other children from working,
- calling out, interrupting the teacher,
- not getting on with work,
- fidgeting or fiddling with equipment that distracts others,
- not having the correct equipment,
- purposely making noise to gain attention,
- answering back,
- swinging on chairs
- could include a verbal apology, a letter of apology and other acts of repair.

Consequences for failing to respond to the reminder could include:

- Time out in a quiet, thinking space within the classroom. Children should have no more than five minutes to calm and then talk to the adult about what happened and what a good choice would be.
- Time out in another room for a set period of time up to 15 mins with an adult to connect and understand behaviour.
- A short period of time out for children in Years 1-6 at break and lunch. Where possible this should be completed with the staff who issue this consequence. This enables staff and children to repair their relationship and for children to have reinforced expectations from staff that are directly working with them.
- A keep-an-eye system may be introduced for a set period to observe behaviours and interactions at break and lunch times, if this is when unacceptable behaviours are happening with repeated children. This will involve an adult specifically observing the child to look for triggers and to give an external perspective as to what is happening.

Sanctions for <u>significant</u> incidents including;

- persistent disruptive behaviour
- physical assault against an adult
- physical assault against a pupil
- verbal abuse or threatening behaviour against an adult
- verbal abuse of threatening behaviour against a pupil
- intentional damage to property
- acts of bullying

could include:

- Internal isolation (not in class but being supervised outside of the class for a specific length of time) this is formally recorded as an internal exclusion and a letter sent home.
- Fixed-term suspension in accordance with policy and procedures.
- In extreme or repeated significant incidents permanent exclusion will be considered by the headteacher after consultation with Coastal Learning Partnership leaders.

In the event of an incident may require a suspension:

- Staff need to inform SLT at the earliest opportunity of any significant incident and its details.
- Staff will need to record details of the incident as soon as is possible during that working day. This should include what was happening prior to the incident, what action was taken to avoid suspension. This will enable HT/DHT to decide if criteria are met and an exclusion is justified.

All of these are recorded and reported to parents, the Partnership and outside agencies.

Trackit Lights

All positive behaviours resulting in house points will be recorded as 'Green' behaviours using the Trackit Lights system.
Undesirable low-level behaviour such as those listed above will be recorded as 'orange' behaviours.
More significant incidents (such as those listed above) will be recorded as 'red' behaviours. At this point a notification will be sent to SLT and a member of class staff will inform parents at the end of the day or as soon as is practical.
Red behaviours will also result in a consequence.
Staff should seek support from SLT immediately if they believe a suspension may be warranted. Staff should not assume SLT have seen track its on the computer as they may be in meetings.

All recording of negative behaviours will be done privately and out of view of children so as not to single out or humiliate any child.
Some high-level red behaviours will also be automatically logged as a safeguarding concern e.g. aggression towards others.

My Concern:

Any significant incidents, must be logged on "My Concern" the schools safeguarding and wellbeing record system by the staff who report them. This should happen on the day of the incident. All suspensions are logged into My Concern.

Shared Language and actions:

Staff will make specific reference to the behaviour and never about the character of a child.

Positive reinforcement of the Heathlands' values:

"Well done for showing…"

"I've noticed that… and our value is… and you can achieve that."

30-second intervention:

1. Proximity praise, draw attention to those children behaving as expected.
2. Gentle approach, non-threatening, side on, eye level with child or lower.

3. State the behaviour that was observed and needs to stop, and which value it contravenes: "I can see/ I have noticed that you are… and this does not fit with our value of…".
4. Tell the learner what the sanction is if they choose to continue. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
5. Walk away if safe to do so; allow the child time to decide what to do next. If there are comments as you walk away, write them down and follow up later. "When I return, I know I will see…"

Closed choices:
"It's OK to feel X, it's not ok to…"
"If you choose to show me that…, I will catch you being good."
"If you choose to…, we will be having a different conversation."
"You have the choice to… now or… later."

If children are not in a place to have a productive conversation as they are dysregulated:
"I can see that you are not ready to talk about this. We will not talk about it now. I'm going to give you a chance to think about your behaviour. We will talk about it later." Staff must then follow up once behaviour is more regulated.

Children who have a specific behaviour plan

Some children may be more easily dysregulated and sit outside of the norm of the general behaviour policy and will need a more bespoke approach through a detailed behaviour plan that all staff follow.

Behaviour plans should be written by class teachers with the support of the Inclusion Leader and any professional advice that has been gathered for the child.
The plan should be shared and signed by parents so that everyone is clear as to the targets and systems in place.
Plans should be reviewed as often as is necessary so that they remain effective.

Where possible language should be kept clear and short.
Detailed conversations about incidents should happen away from children so that situations can be de-escalated rather than escalated.
Staff should be mindful of children's heightened emotions and that loud conversations and lots of language can trigger further negative behaviours. When children are in a heightened or emotional state, they cannot process a lot of language. They need either silence or short and repeated calm instruction.
Staff will be mindful of their own tone and make sure it is calm and low-pitched.
Staff should work to understand any necessary script for a child. This is particularly the case for children who have experienced trauma or are in a crisis state.

An example script:

I am here and you are safe.
When you are calm, I will listen.
I will know that you are ready when…

At times, it is better to wait until the child is calm before an attempt at conversation can happen so adults can supervise but not speak, whilst ensuring the child is safe. Staff will also be mindful of their physical presence.

Sexism, sexual harassment and racism

All children at Heathlands should feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist and racist comments.

Sexist comments are those which discriminate based on gender identity.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on gender.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at.
- Support and educate them to improve their behaviour and improve their tolerance of others.
- Monitor their behaviour and interactions with others for any recurrence.
- Escalate the sanction to if the pupil refuses to apologise in the first instance.
- At all points ensure that parents are informed of any inappropriate behaviour or attitude.

Our curriculum in PSHE and RSE will cover what healthy and respectful behaviour towards one another looks like.

Bullying

Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group.
The STOP acronym can be applied to define bullying – Several Times On Purpose.
"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or

disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences"
(DFE, Preventing and tackling bullying Advice for head teachers, staff and governing bodies, July 2017)

The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property – such as damaging, stealing or hiding someone's possessions
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- Peer on peer - Peer-on-peer abuse is abuse that happens between children of a similar age or stage of development. It can happen between any number of children, and can affect any age group. All peer-on-peer abuse and sexual harassment is unacceptable and will be taken seriously: all staff working with children are advised to maintain an attitude of 'it could happen here'. Any concerns about inappropriate behaviour or comments or incidents must be reported promptly to the DSL. Staff must not dismiss worrying behaviour as "normal" and need to be sensitive to language used between peers.
- Psychological – such as deliberately excluding or ignoring people
- Cyber – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic, bi-phobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

No form of bullying will be tolerated and all incidents will be taken seriously.

Reporting bullying

PUPILS WHO ARE BEING BULLIED:

If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher or any other teacher
- Tell a friend who in turn can help them tell a teacher or staff
- Tell any other adult staff in school – such as lunchtime supervisors, teaching assistant or the school office

- Come to "*Time to Talk"*, Mrs. Walpole and Marie will be there to hear about any worries you have.
- Tell an adult at home
- Report anonymously
- Call ChildLine to speak with someone in confidence on 0800 1111

The following staff members are anti-bullying leads:

Mrs. Walpole (Anti-bullying Champion and PSHE lead), Mrs. Harris (DSL, Inclusion leader & Online Safety Champion), The Family Support Worker, Marie Bothanley supports children on an individual and group basis. Parents, children and staff can request to speak to any of these staff in relation to bullying concerns.

Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff. (01202 574452) heathlands@coastalpartnership.co.uk

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

Responding to bullying

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying allegation on My Concern.
- Designated school staff will monitor My Concern daily, and follow up on any concern raised.
- Staff will offer support to the victim of the bullying in discussion with the pupil's class teacher.
- Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault.
- Staff will pro-actively respond to the bully who may require support. They will discuss with the target's class teacher to devise a plan of action.
- Staff will inform parents or carers and where necessary involve them in any plans of action Staff will assess whether any other authorities (such as police, social care or the local authority) need to be involved, particularly when actions take place outside of school.
- Designated school staff will produce reports summarising the information, which the anti-bullying leader will report to the governing body.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community.

The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on My Concern and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record any casual use of derogatory language using My Concern.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted.
All prejudice-based incidents are taken seriously and recorded and monitored in school, with the anti-bullying leader regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- The SCARF PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying The SCARF programme of study can be viewed on our website. Class staff can share any element of the programme with parents if requested.
- Appointed Anti-Bullying Ambassadors who meet at least once per half-term with the Anti-Bullying Lead.
- School assemblies help raise pupils' awareness of bullying and treating each other with respect.
- Class teachers have discretion to alter any taught session if they feel the whole class need a specific focus on addressing any negative behaviours.
- The school follows the Stormbreak initiative across the phases. This builds children's resilience and their ability to feel confident and to have a voice.
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week , The BIG Anti-Bullying Assembly promoted by the Diana Award, and Online Safety Day.
- The school values of Respect and Integrity are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the school.

- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with the Anti-Bullying Ambassadors, the School Council and through anti-bullying week and regular pupil surveys.
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate.

AGREED ROUTINES TO BE IN PLACE IN EVERY CLASS

The following routines are agreed by staff; they should be the same in every classroom in year 1-6 and followed by all staff.
In EYFS, staff will build towards these expectations so that by Year 1 children are clear as to the behaviour routines that follow.

School signal to stop & listen – all classes

1. Adult stands in the place where they want eyes to be looking.
2. Adults says '5, stop and still' and shows 5 on hand.
3. Children stop and are still, say 'stop and still' and mirror 5 signal if not carrying items.
4. Adult says '4, voices off' and shows 4 on hand.
5. Children say voices off, indicate voices off. Staff ensure that all voices are off and continue when they are.
6. Adult says '3, look' and shows 3 on hand.
7. Children indicate looking at adult.
8. Adult says '2, listen' and shows 2 on hand.
9. Children indicate listening pointing to ear.
10. Adult says '1, ready' and shows 1 on hand.
11. Children show they are ready being still, looking, listening and ready (can have thumbs up to show ready).
12. Any other adult in the room stops and stands to mirror what is happening and reinforce expectations.

Line up routine all classes

At the start of each year teachers should establish the line order for the class and ensure all adults and children know this well.

1. Use school signal to stop and listen. All adults in the room to mirror.
2. Inform children we will be lining up and give instruction “please stand up” (if children are at tables ask them to stand up behind their tucked in chair).
3. Teacher positions themselves in the doorway to the corridor at front of line position facing the class. If the class has a member of support staff, they are at the back of the line.

4. Children are asked to line up in line order. If needed for younger children, call out the children in line order, this can be by number, name or tables.
5. As children assemble, adults to positively praise the children of the expectations; facing front, hands by side, calm/quiet voices.

Going to play routine all classes

1. Start from sitting on the floor or at tables.
2. Teacher to use school signal to stop and listen. All adults in the room to mirror.
3. Teacher to explain what we are doing and a reminder to get coat.
4. One adult to issue instruction, other to monitor the cloakroom area.
5. Ask children to line up in line order.
6. As children assemble, adults to positively praise the children of the expectations; facing front, hands by side, calm/quiet voices.
7. Once all assembled, teacher to remind children of walking around school expectations – quiet walking, hands by sides, single file. Last person to shut off lights and shut class door.
8. Teacher to lead the children out to play to ensure that there is supervision outside.
9. Any other adult to be the back stop addressing any issues or asking teacher to stop line if needed to address issues. If the teacher is on their own, they should ensure they maintain oversight of the whole line as they move.
10. All adults leave room at same time.

Coming back in from play routine all classes

1. Teacher in playground at line up position in readiness for end of play whistle.
2. 2 minutes before end of play staff on duty remind key children who may need it that play is nearly finished and the whistle will go.
3. Signal for end of play (whistle – two blasts)
4. Children line up in line order, quietly. Teacher at front of line.
5. Teacher to remind children of expectations of calm and quiet walking and lead in.
6. Teacher to regularly stop whilst going in if expectations are not met and to give praise where it is going well but avoid overuse of voice.

Coming back from lunch routine EYFS/KS1

1. Teacher to go and stand quietly in hall at allocated point at 12.40pm.
2. Children move to tidy up lunch boxes or clear plates when they have finished.
3. Children line up in line order.
4. MDSA team to assist as needed and with positive praise for calm behaviours.
5. Teacher waits at front of the line until the majority of people in the class are in the line.
6. Teacher uses the attention signal and reminds the children of calm, quiet walking, single file, behind adult.
7. Teacher to lead line and stop at door into Modulec ensuring children are following expectations.
8. Teacher to choose a child to hold open doors as needed.

Tidy Up routine all classes

1. Set expectations prior to activity.
2. Give 5 mins warning before tidy up time, use the stopping signal to do this.

3. Repeat with 1 minute to go.
4. Stop children as agreed and then outline expectations e.g. who is tidying where and how.
5. WAGOLL – remind children of what successful tidying looks like – use visual.
6. Play music, timer etc to help with timing, dependent on needs.
7. All adults give verbal feedback and praise for excellent tidying. Reminders as needed.
8. Staff to stand and monitor key spaces where children are likely to be if opting out of tidying e.g. water station, by exit doors to toilets, cloakroom areas.
9. At end of tidying up when children think all is tidy, stand behind chair or sit on bug rug calm and ready for next instruction.
10. Adults check areas are tidy as expected.
11. Team points awarded for success.

To and from assembly routine – all classes

1. Adults to ensure enough time to get to hall.
2. Line up routine.
3. Teacher to set expectations of calm walking and listening in assembly. Reminder of our value of respect.
4. Teacher to lead the line. TA to be at back of line if available.
5. Regular stops on way to assembly to ensure all children stay together and follow expectations.
6. Teachers will have particular regard to stairs and blind spots where the whole class may not be seen.
7. Sanction for children, if talking in the hall when should be listening. Praise for children moving calmly and quietly and showing expected behaviours.
8. Adults **do not** engage in talk once in the hall, use non-verbal communication if needed.
9. Person leading assembly to choose classes to leave.
10. Teachers to lead line out of hall, TA to follow and regular stops as per coming in routine.

End of day routine EYFS/KS1

1. 10 min warning of home time approaching.
2. Remind children to use toilets as necessary.
3. Sitting on carpet or at tables whisper names to collect home things, including lunch boxes.
4. TA support/hand anything out whilst Teacher calls names – if available.
5. Story with coats on etc at desks or on carpet.
6. **EYFS** Teacher on door TA by class door calling names for child to be sent down.
7. KS1/2, line up routine and walk quietly to gate.
8. Teacher to ensure they say bye to each child, being mindful of who is collecting.

End of day routine KS2

1. Yr6 monitors move trolleys outside hall to courtyard area, if very poor weather to lower corridor of modulec.

2. Class teachers lead classes downstairs following lining up routine
3. **Y5 & 6** children who walk home at the front of each line.
4. ALL pause to collect lunch boxes and get back into line.
5. Class teacher leads line into the hall. ALL stay in line.
6. Children who walk home on their own walk home are released first.
7. Children stay in the line until they are called.