



Cabot
Learning
Federation

**Heron's
Moor
Academy**

Cabot Learning Federation

Behaviour Policy

Reviewed by/date	SLT June 2020	Addendum added Oct 2020
Ratified by	Academy Council	
Next Review due:	Jul 2021	

HERONS' MOOR ACADEMY

BEHAVIOUR POLICY

RATIONALE

At Herons' Moor Academy we believe in 'Achievement For All'. We maintain that learning should be engaging and inclusive and an enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Our values as a school permeate throughout all areas of school life.

Children develop social responsibility and self-discipline through supported development. Children need to acquire certain standards of behaviour in order to achieve their full potential both within the school environment and in the world outside. Good behaviour is important as:

- It allows children and staff to focus on learning.
- It promotes politeness, good manners and mutual respect.
- It enables children and staff to develop positive relationships.
- It recognizes the awareness of the needs of others in school.

PURPOSE

1. To ensure that all children feel and are safe, secure and happy in school.
2. To enable everyone to work in school (pupils and staff) in an appropriate learning environment.

3. To enable pupils to acquire and develop self-discipline, self-esteem, tolerance, respect and consideration of others.
4. To develop children's' understanding about choices in behaviour and their confidence and ability to make their own good choices.

GUIDELINES

1. This policy is reinforced with all children in our behaviour assembly at the start of terms 1,3 and 5.
2. All adults in school will behave politely and respectfully towards children and act as positive role models.
3. Adults in the school will be fair, consistent and supportive.
4. Adults throughout the school will maintain firm and high expectations of acceptable behaviour.
5. Adults will be firm and clear when behaviour is unacceptable. The emphasis will be on the unacceptability of the behaviour and not the child.
6. Positive recognition of good behaviour will be consciously used by adults to prevent children choosing unacceptable behaviour as a means of seeking attention. This positive recognition will be used as a prime motivator by adults.
7. Each class will generate a set of class Golden Rules. They will be displayed clearly in each classroom. Children will be reminded of them regularly.
8. A house system operates in KS2 to promote individual responsibility, teamwork, celebrate effort and improvement.
9. All staff recognise that some children will have individual needs and staff will implement specific programs and adapt the behaviour policy as appropriate

REWARDS

Whole Academy

All staff will use rewards when appropriate to promote good behaviour.raise (every member of staff will use praise in their own style).

- Stickers – class teacher, TAs, Lunchtime Supervisors and Principal.
- GoldBook/Celebration Assembly/certificates.
- Golden Time. (Except Foundation Stage).
- Class or group treats.
- Table/Row points. (Except Foundation Stage).
- Sharing work or sharing good behaviour with other members of staff, including the Principal.



- Invite the Principal to view work or to the class to praise good behaviour.
- Take good work to assembly.
- Photocopy good work to send home.
Sharing Good News/Work with parents in Foundation stage.
- Class Points – Extra Play/Adventure on Fridays.
- The PQ Cup award in Gold Book assembly.

KS2

- Effort Marks (Please see House system).
- Conduct Marks (Please see House System).
- House Cups – Awarded once per term for effort marks and every other term for conduct marks. Also awarded for various competitions. The House that wins the effort marks cup is allowed to have one non-school uniform day as a reward.
- Stickers are given for achieving 10 Conduct Marks.

SANCTIONS

The following list includes some types of behaviour that will incur sanctions. It is not however an exhaustive list:

- Rudeness to staff and other children
- Aggression towards others
- Disobedience
- Rough Play
- Fighting / hurting other children
- Damaging their own, others or school property

Exclusion will be given for the following:

- Disruptive and / or dangerous behavior
- Inappropriate language
- Physical violence to staff and/or pupils
- Refusal to accept sanctions
- Persistent bullying
- Leaving school premises without permission
- Damage to property – vandalism, arson, theft (see behaviour flow chart)
- Substance abuse – tobacco, alcohol, drugs, solvents.



The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the Principal in accordance with the school's published Behaviour policy.

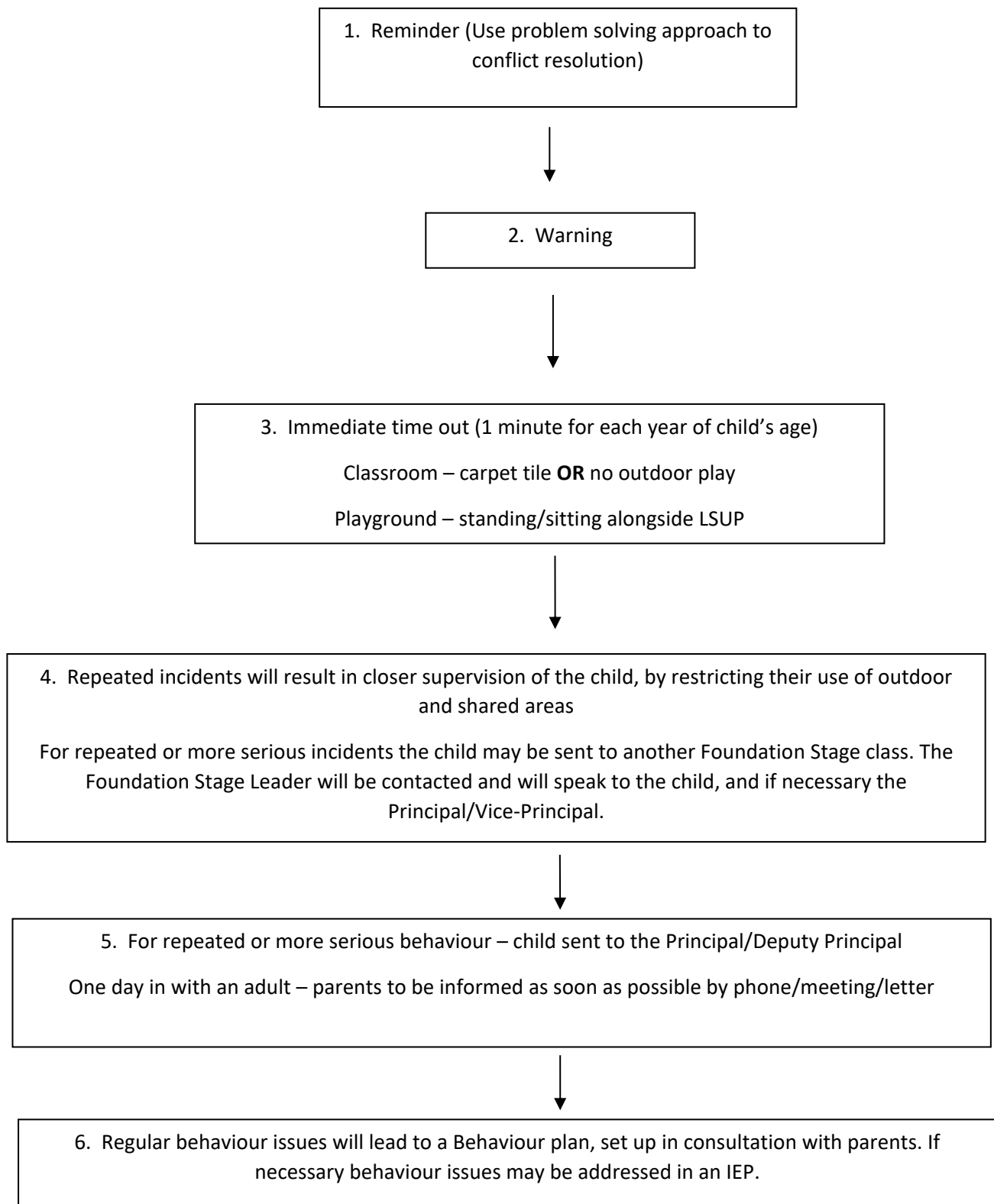
Sanctions will normally be applied in the following order. However there may be occasions when a child will receive a stronger sanction.

- Removal of Golden Time in 5 minute slots. (This time may be earned back).
- Detention (KS1 and KS2) – See behaviour flow chart- (If a child has detention the parents/carers will be informed) If a child in KS1 has a detention their class teacher will inform their parent as soon as possible. In Detention children will write a letter of apology that allows them to reflect on their behaviour/conduct. All children will have the opportunity to talk to a member of staff during lunchtime detention to discuss their behaviour.
- Sent to Principal/Vice Principal.
- A warning
- The class teacher may inform parents
- Exclusion- internal, fixed term, lunchtime or permanent (see Exclusions Policy)

See Appendix A for House System.

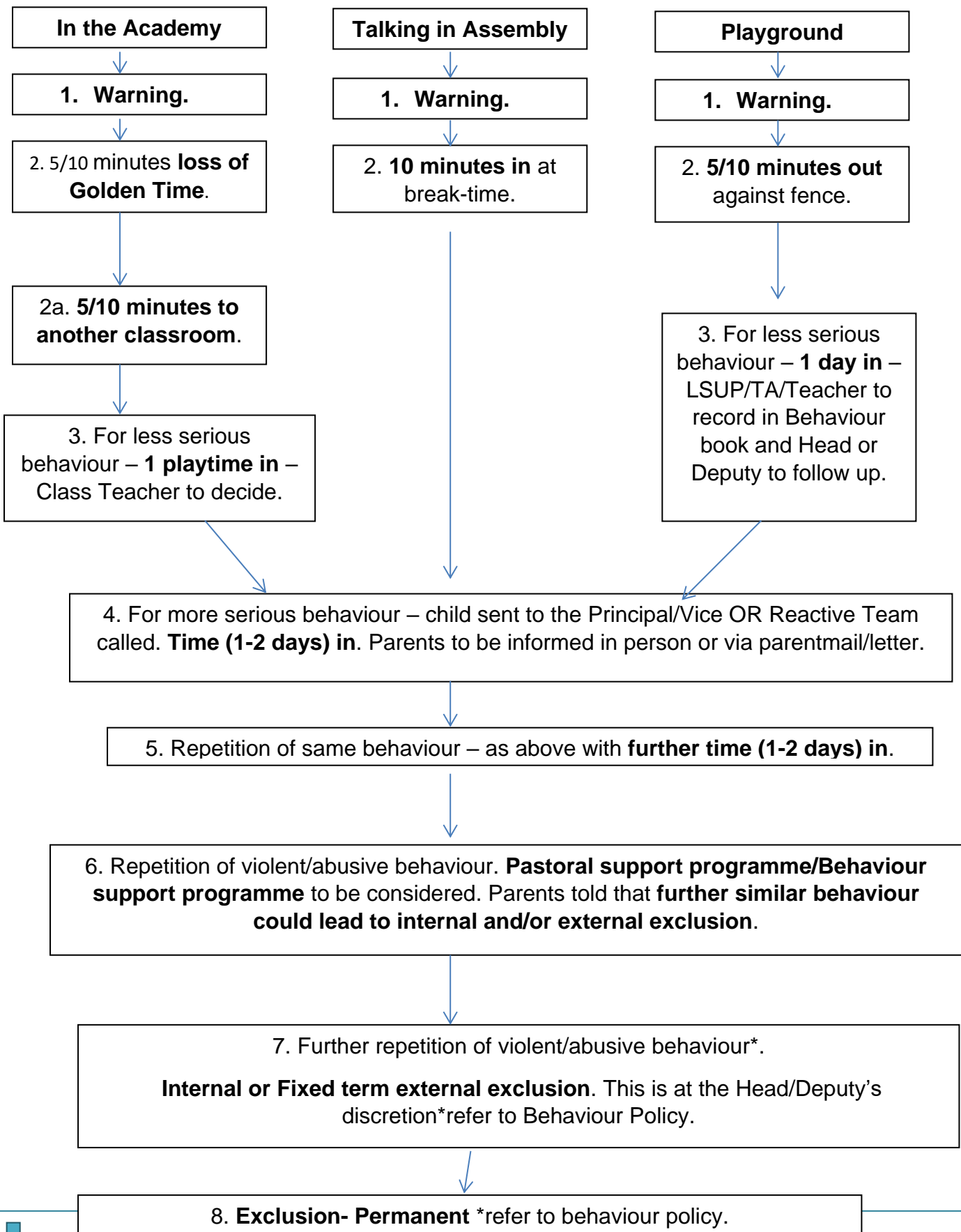
In some cases, and after persistent behaviour issues, a Behaviour Support Plan or Pastoral Support Plan will be drawn up. This will be written by the class teacher, a member of the Leadership Team and parents.

Foundation Stage Behaviour Management Flow Chart





KS1/KS2 Behaviour Flow Chart





CONCLUSION

This policy supports the Academy's vision and aims.

This policy will be reviewed regularly. We will involve parents as much as possible. This policy needs to be read alongside other policies, in particular, Exclusions, PSHE and Using Reasonable Force.

Appendix A

House System

Within KS2 we operate a House System for all children. Upon entry to Y3, children are placed in a house. It is our aim that children are placed in the same house as current and previous siblings. The house names are Puffins, Cormorants, Terns and Gulls.

Effort Marks

All forms of effort are recognised by staff awarding Effort Marks. This may include their standard of work improving in the class room or improving in their attitude towards learning. For example, a child may receive an effort mark for showing they have learnt something new in Maths or contributing positively to a class discussion.

The marks will either be written in their exercise books or given verbally. The class teacher has a record of this and records in their house book at a set time in the week.

Conduct Marks

These are earned by the child for exceptional behaviour or effort. Being helpful, kind, thoughtful and trying really hard to improve are examples of things that will earn conduct marks. Also, if they earn 5 or more effort marks in one week they will earn a conduct mark.

House Books

Effort marks, conduct marks and debit marks are collected in a child's house book. The class teacher will record these in their house books. If they receive marks from other adults in the school, it is their responsibility to collect them from the adult that awarded them.

Every Monday house meetings are held and marks collected. These will be celebrated by the house and children will explain why they have been awarded conduct marks. Equally children will be expected to explain why they have received debit marks to the house.

Addendum to Behaviour Policy for the duration of the COVID-19 period

At Herons' Moor Academy we recognise that the COVID-19 period has been traumatic and difficult for many children and adults. The process of returning to the school building carries with it a significant degree of change and this will require adjustments to be made; some children and adults will find this more difficult than others.

As a Trust, the Cabot Learning Federation is committed to supporting children and adults to make the necessary adjustments to living and learning in a set of circumstances where COVID-19 is a part of daily life. A 'recovery curriculum' is being developed across all schools which focuses on understanding and meeting the needs of learners as they return to school, taking account of some of the difficulties they face.

It is also important to recognise that where COVID-19 is a part of daily life, so too must rigorous health and safety standards be adopted. These health and safety standards are not a negotiable aspect of the school experience, and these have been put in place to support all members of our communities to stay safe and well, including those who may not attend the school site.

Our role is to educate and support young people to fully understand the implications of these measures and ultimately to follow them. Where a child struggles to comply with the measures set out, our first approach will be to educate them as to the risks and to their responsibility to be a part of mitigating these risks. In this respect, this is no different to our approach for many other aspects of health and safety on site at any other time.

We will work to ensure that children respect the 2m social distancing rules and other health and safety measures as part of their daily experience. We do recognise, however, that for some younger children or those who find it difficult to follow rules this may be challenging. Students who are not following our guidelines and expectations will be encouraged and supported to do so through further educating them as to the dangers posed. If the school feels the safety of others is being put at risk, an individual risk assessment will be created for that child.

It is important to note that, whilst our general approach is a supportive one focused on educating and helping to set positive behaviours both within and beyond the Academy, any pupil who commits serious or persistent breaches of the new COVID-19 protection rules may be sanctioned by the Principal, using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases, permanent exclusion.



Reviewed by Staffing Cttee. 18 th June 2012. Endorsed by FGB 5 th July 2012	Reviewed by Staffing Cttee. 16 th June. Endorsed by FGB 30 th June 2014	Reviewed by Staffing Cttee. 27 th April 15. Endorsed by FGB 11 th May 15.	Reviewed by Staffing Cttee. 23 rd April 16. Endorsed by FGB 9 th May 16	Reviewed by Staffing Cttee. 5 th Dec. 16. Endorsed by FGB 16 th Jan. 2017	Reviewed by Staffing Cttee. 5 th Feb. 18. Endorsed by FGB 22 nd March 18	Reviewed by Educ. Cttee. Feb. 19. Endorsed by FGB 21 st March 2019
Ratified by Academy Council 9 th July 2020	Ratified by Academy Council 12 th October 2020					