

Behaviour Policy

Introduction

Heritage places a high priority upon good relationships between pupils and between staff and pupils. Maintaining positive relationships is right in itself. It is also a necessary precondition for effective learning.

At Heritage pupils are, above all and as the first principle, respected as persons. We enjoy them and what they have to contribute, and we assume they want to behave well.

At times, we all fail to behave as we know we should. Teachers accept their responsibility to model good behaviour and to help our pupils, where necessary, develop stronger self-management skills. As teachers provide support (external controls) we expect that our pupils will gradually internalise the values we hold them to (i.e. develop internal controls) and become increasingly self-controlled, mature and responsible.

This policy applies at all times when a pupil is:

- in or at school, including extra-curricular activities organised by the school,
- representing the school or wearing school uniform,
- travelling to or from school,
- on school-organised trips, or
- at any time when his/her actions have a bearing upon the school or others in the school community.

Specific Objectives

For pupils to show and/or develop:

- responsibility for their own behaviour and its consequences,
- responsibility for their learning,
- independence of mind and self-confidence,
- self-control,
- readiness to encourage others,
- humility to accept correction and try again,
- pleasure in their own achievements,
- perseverance when faced with something difficult,
- understanding of the feelings of others,
- respect for the opinions of others, particularly where they differ from one's own,
- an ability to maintain friendships with others, and
- cheerful cooperation with school rules.

Encouraging Positive Behaviour

Expectations about pupil behaviour will be clearly communicated by teachers and regularly reinforced positively, e.g. by praising pupils for doing something well or drawing attention to positive examples. Assemblies provide an opportunity to reinforce Christian values and high standards of conduct.

The quality of pupils' behaviour is directly related to other aspects of their school experience. We aim to ensure the curriculum is stimulating and engaging. Class sizes and the ability of the teacher to establish effective relationships with pupils are essential to creating the conditions where good behaviour is the norm.

At Heritage we do not have merit or other systems for formally rewarding good behaviour. We believe good behaviour and hard work delivers its own rewards – good relationships and real achievements.

We also emphasise that mistakes are opportunities for growth. They allow us to affirm a pupil's responsibility for his or her own behaviour or school work and to help him or her reflect on the kind of choices he or she is making and their consequences.

What Constitutes Poor Behaviour

The following are examples of poor behaviour the school will seek to address:

- behaviour which disrupts the learning of others (e.g. calling out, making noises, purposefully distracting others),
- direct disobedience of a clear instruction by the teacher,
- an obviously disrespectful attitude toward a teacher,
- hurting someone else physically,
- language that is clearly inappropriate, or
- language that is intended to diminish or degrade another person (see also our Anti-Bullying Policy).

Strategies for Addressing Poor Behaviour

As pupils become older we find that conversations about poor behaviour are generally received sensibly and acted upon. This is what we would expect as pupils mature in their understanding. At all levels of the school teachers look for opportunities to help pupils learn from their mistakes and make better choices.

Specific strategies are necessary at times while pupils are acquiring the skills of effective self-management. We recognise that our youngest pupils can be expected to take more time to adapt to the routines of school and expectations for appropriate behaviour in different situations. Professional judgement is, therefore, exercised by the teacher to determine whether poor behaviour arises out of innocent immaturity or whether the child is displaying intentional willfulness.

When poor behaviour occurs, teachers at Heritage respond within the following framework. The vast majority of incidents on any day are easily resolved within points one to three below. We reserve the right immediately to impose more serious consequences, including an immediate detention, suspension or exclusion, for Serious Incidents (see the next section). Heritage School rejects the use or the threat of the use of corporal punishment.

Action		Comment
1	Verbal Request	Such a request is generally positive and cheerful and assumes a pupil's readiness to be helpful and cooperative. This applies in particular to behaviour that is inappropriate due to innocent thoughtlessness, where a simple reminder is enough to address the concern.
2	Logical Consequences	There will sometimes be obvious strategies, depending upon the nature of the situation, that are deployed at the discretion of the teacher. Examples: (a) If a pupil is not using a particular implement properly, such as scissors, they should be removed. (b) If a pupil is having difficulty controlling behaviour while sitting next to a particular person, the seating arrangements should be changed. Speedy and low-key implementation of strategies of this nature are important to maintaining a teacher's authority and a cheerful atmosphere.
3	Formal Verbal Warning	Where a pupil misbehaves in relation to specific behaviour expectations that have been clearly communicated (i.e. it cannot be categorised as 'innocent thoughtlessness' as per stage 1 above) the teacher will give verbal warnings.
4	White Slip / Time out / Lunchtime Detention	If, despite verbal warnings, the misbehaviour continues in that lesson, that day, or that week (depending upon the age of the pupil, the circumstances and at the discretion of the teacher), the teacher will complete a White Slip

		and inform the relevant Head of School (Infants, Juniors or Seniors). For Infants, the class teacher will impose appropriate sanctions immediately, such as a short time out, and speak to parents as soon as possible so parents can speak to their child and reinforce expected standards of behaviour. The Head of Infants may also speak to parents. For Juniors, the pupil will attend a break detention as soon as possible, and the class teacher or the Head of Juniors will inform parents, so parents can speak to their child and reinforce expected standards of behaviour. For Seniors, the pupil will attend a break detention as soon as possible; parents will not necessarily be informed as Seniors are expected to assume responsibility for improving their own behaviour.
5a	Multiple White Slips / Meeting with Parents / After-School Detention	If a pupil receives three White Slips in a rolling term, Juniors and Seniors will be required to attend a one hour after-school detention run by the relevant Head of School. Parents will be informed in advance so they can make collection arrangements. Where an Infant pupil receives multiple White Slips, parents will be asked to attend a meeting with the Head of Infants. For Juniors and Seniors, if there is persistent misbehaviour parents will be asked to attend a meeting with the relevant teacher and/or the Head of School.
5b	Behaviour Report (2 weeks minimum)	For persistent misbehaviour, it may be decided that a Behaviour Report is appropriate. This involves daily reporting home in relation to the behaviour target(s) identified and lasts for a minimum of two weeks. It is intended to provide a daily opportunity for conversations at home about a pupil's decision making and self-management.
6	Suspension	If a pupil continues to receive White Slips for inappropriate behaviour, and if meetings with parents and the use of Behaviour Reports has not improved the situation, the next level of sanction will be a suspension. This will always involve consultation with the Headmaster. A suspension could be from specific activities (e.g. enrichment activities or specific lessons, e.g. art). It could be for the remainder of the day, or for the whole of a school day. Where additional suspensions are required, they can last up to a week, or longer at the discretion of the Headmaster.
7	Exclusion	If misbehaviour persists despite more than one suspension and efforts to address the issues, the Chairman of Trustees will be consulted. The Headmaster will inform parents that the pupil will not be allowed to return to Heritage School either with immediate effect, or at the end of the term or at the end of the school year.

Responding to Serious Incidents

The behaviour management strategies identified above are intended to guide our response to persistent misbehaviour. Some incidents, however, are more serious in their nature.

Serious Incidents include, but are not limited to: punching or other strong physical violence; stealing; vandalism or destruction of property; bullying, including via social media; use or possession of drugs.

We respond to Serious Incidents on a case by case basis, after gathering all the facts we are able to obtain, and reserve the right immediately to impose any of the above listed sanctions. Parents will be informed of the details of the incident and the reasoning behind the school's decision.

The purpose of imposing consequences is corrective. It is hoped that the pupil(s) involved will learn important lessons for life in the context of a supportive community and so not make serious mistakes when they are older, when the consequences can be more far reaching. We expect parents to be fully supportive of the disciplinary measures taken by the school; where this is the case the measures taken are more likely to have a constructive impact upon the pupil.

Logging Incidents

As noted above, incidents of poor behaviour leading to white slips, or any Serious Incident, will be recorded on the relevant Behaviour Log by the class or specialist teacher and reported to the Head of School and/or the Headmaster. The purpose of our Behaviour Log is to track patterns effectively over time and monitor whether or not progress is being made.

Bullying

The school has a separate policy for dealing with incidents of bullying. Please see our Anti-Bullying Policy.

Admission to Year 7

As stated in our Admissions Policy, the school reserves the right not to offer an existing Year 6 pupil a place in the Senior School if the pupil's behaviour has been persistently inappropriate and where we have reason to doubt the pupil's capacity or willingness to sufficiently amend his or her behaviour.

Monitoring, Evaluation and Review

Regular review of this policy will enable staff to evaluate the effectiveness of this policy and our practice.

Authorised by	Jason Fletcher
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