

POSITIVE BEHAVIOUR POLICY

AN EMPOWERMENT APPROACH



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Rationale

At Herne Junior School, we promote an ethos based on our agreed core values (see 'Harmony' section below). All members of the school community have a part to play in the promotion of our ethos and in the implementation of this behaviour policy. How adults treat the children is a huge factor in how the children react to praise and admonishment. There is so often a requirement to have an 'exchange of trust' between adult and child.

"Being the best you can be, is really only possible when you are deeply connected to one another"
Sue Johnson, 2013

The quality of life ultimately depends on the quality of your relationships."
Esther Perel. 2019

A Culture for Learning at Herne

Working with children is a fundamentally human activity that requires four crucial elements:

- UNDERSTAND the human in front of you.
- Then you will improve their SELF-ESTEEM.
- If you do this, you will improve their SELF-CONFIDENCE.
- If you do that, they will feel emotionally ENGAGED with what you are doing...learning about our world, preparing them for the future.

If this is so for children, then we also have to model this for them, adult to adult. As human beings, we all have the need to feel **loveable and capable**, and so it is on this premise that we will help everyone at Herne to achieve to the very best of their abilities and demonstrate good behaviour.

All adults and children need to share a clear vision of the good behaviour to be expected within the school, together with a clear understanding of what kinds of behaviour are not acceptable. Whenever possible, good behaviour should be taught, modelled, discussed, praised and rewarded.

We aim to provide a curriculum and a learning environment which is interesting and stimulating so that our children are motivated to learn and to behave well. We believe that children learn best when they are emotionally secure and balance self-awareness with self-esteem. We will offer care and support where children need it, to avoid problems arising from frustration and the fear of failure.

We also believe that all children have the right to learn, work and play in an environment that is happy, safe, fair and secure. In our school, we believe that everybody is responsible for upholding these rights. We acknowledge that children need to be made aware of the rights of others and to be encouraged at all times to respect those rights by working co-operatively and harmoniously. All those who work in our school community, or visit it, will be expected to act in accordance with this ethos. The phrase "Good for you, good for me, good for everyone," underpins this philosophy and is one which we teach our children, in the hope that they come to understand that everyone's needs are as important as their own.

'Harmony' at Herne

At Herne Junior School we believe that children's positive behaviour is influenced more by praise, rewards and encouragement, rather than by punishment and sanctions.

Our Harmony Values

- RESPECT - We have the right to be respected.
- COLLABORATION - We work together as a team to achieve more.
- ENJOYMENT - We enjoy our learning.
- HONESTY - We are open and honest.
- MOTIVATION - We are motivated to succeed.
- INDEPENDENCE - We take responsibility for our actions and try to think for ourselves.

Harmony Weeks

- Promote our values.
- Introduce 'Rights, Respects and Responsibilities' and link to displays around school.
- Make clear our expectations of upholding British Values and challenging extremist views
- Promoting Spiritual, Moral, Social and Cultural (SMSC) qualities
- Overtly teach what our values mean through lessons and assembly.
- Uphold our values, be polite and well mannered:
 - Opening doors.
 - Genuinely warm and welcoming.
 - Thinking about other people's feelings.
 - Being kind, thoughtful and generous.
 - Making other people's lives better.
- Have celebration assemblies every Friday with awards for the person who has upheld the values most in class - voted by their class.
- All staff model Harmony around the school.
- Awards for pupils (one per class) and one staff member, voted by the staff, who is considered the best at upholding the elements of 'Harmony'.
- Our 'House Point' system is linked to our 'Harmony Values'.

Aims of our Approach

- To ensure all members of our school community value one another as individuals and aim to help them to develop emotional security, self-awareness and positive self-esteem.
- To provide a learning environment that offers an appropriate balance of challenge and support for each child, in order to encourage the development of independence and self-discipline.
- To promote good manners and a caring and respectful attitude towards all members of the school community.
- To ensure that all adults act in such a way that they make it clear to the child that, if they make poor behaviour choices, it is the behaviour that is unacceptable, not them.
- To ensure that staff investigate all incidents thoroughly before drawing conclusions and by recognising the barriers to positive behaviour choices rather than apportioning blame.
- To ensure staff employ a consistent approach to the management and reporting (See CPOMS section) of behaviour through the application of agreed strategies, incentives and protective measures to support children to be safe and make good choices for themselves and others in the future.
- To train all members of our school community in the Herne Empowerment approach and involve all members of the school community in regular reviews of behaviour issues in order to ensure that all are aware of the expectations of behaviour at Herne Junior School.
- To ensure that we share problems and good practice in order that we can all learn from each other.

Objectives

We want our children to:

- Value themselves, develop a positive self-esteem and have the skills to emotionally regulate when they encounter problems academically or socially.
- Value and appreciate one another, irrespective of age, gender, race, creed or ability, acknowledging that everyone has a part to play within our school community.
- Develop a reflective, caring and courteous approach in their behaviour and relationships with others.
- Listen to and respect the views of others.
- Be honest.
- Think independently.
- Share resources and work co-operatively and harmoniously with others.
- Accept responsibility for their choices and actions.
- Show a responsible attitude towards the environment, including the school grounds, buildings and everything in them.
- Adhere to the school's HARMONY values: Independence, Honesty, Enjoyment, Collaboration, Motivation and Respect.
- Uphold British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of other faiths and beliefs.

Methods

- Training for staff and pupils annually, building on lessons learnt.
- We use the Empowerment Approach to underpin our ethos in school. This focuses on teaching the children about what their brain needs in order to be at it's best. It empowers children to take responsibility for their own learning and behaviour. The language of the 5c's is used with the children: they will understand their need to feel **comfortable**, **connected**, like they **count**, that they are **capable** and they have a sense of **control**. They will focus on ways that they can get their needs met in ways that are 'Good for me, Good for you and Good for everyone.'
- Each teacher to agree more specific rules for their children's classroom behaviour with the using a class charter. These are reviewed on a regular basis in order to reinforce positive choices and as incidents are encountered.
- Children are encouraged to take responsibility for their own behaviour, both individually and collectively through reinforcement of the Herne Empowerment Approach language.
- Opportunities to raise issues relating to behaviour are provided as part of the PSHE curriculum (Personal, Social, Health and Economic Education), SMSC scheme of work (Spiritual Emotional, Social, and Cultural) and through a planned programme of collective worship, assemblies and class circle times.
- The School Council, Ambassadors, Sports Captains and other children with specific responsibilities and Year 6, as the oldest pupils, are expected to act as good role models for the rest of the school.
- Praise and Rewards are used for children whose behaviour is exemplary or who manage to achieve significant improvements in their behaviour over a specified period of time.
- Inappropriate behaviour is managed according to the procedures specified in the 'Behaviour Guidelines' below, which was drawn up in consultation with all members of the school community. This includes coaching conversations which take place with the adult/s involved. These guidelines are reviewed on a regular basis.
- Under the Education & Inspections Act 2006, paid members of staff have the right to regulate behaviour by giving instructions and orders. They may also impose protective for misbehaviour. The majority of our Teaching Staff, have completed appropriate training, and

are therefore permitted to restrain pupils and use such force 'as is reasonable in the circumstances' to prevent a pupil causing injury/personal damage or committing an offence (see separate Physical Intervention Policy).

- Bullying in any form will not be tolerated (see separate Anti-Bullying Policy).
- Harmony Week, held annually, as a celebration of whole school positive behaviour.

Behaviour Guidelines

Preventative and De-escalation Measures

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness and engagement. Through relational practice, we help pupils understand the impact of their actions, empowering them to repair relationships and learn from experience.

In order to do this, adults will:

- apply empowerment principles to all work and interactions, encouraging resilience, connection, learning from mistakes, and fostering a sense of capability in every pupil;
- use behaviour management strategies such as, positive reinforcement, distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice;
- use restorative practices as a proactive measure to de-escalate situations and to explore, restore and repair relationships.
- ensure there are attractive and comforting Regulations Stations in each class, stocked with appropriate materials and tools for children to be able to reflect and make good choices. Teachers will actively teach children how to use these stations.
- Provide some pupils with individual regulations packs, tailored to their specific needs and praise them for independent use when they are struggling to self-regulate.
- (Year Leaders) Ensure that their teams make group shared Regulation Areas well-developed as communal "safe spaces", keeping them, attractive, tidy and well resourced.

Principle of Praise, Recognition & Encouragement

The school recognises that a positive learning environment can be created through specific praise, encouragement and recognition of pupils' efforts and achievement. This helps to build mutual respect between staff and pupils, and between pupils themselves. All members of staff seek to secure trusting and effective relationships with the pupils in their care; enabling them to flourish and achieve well in all aspects of school life.

We do not reward children with food or physical gifts as this is about extrinsic rewards and can lead to unhealthy food attitudes or material gratification. Stickers are awarded by the Headteacher/ AHTs after seeing exceptional effort or behaviour linked to a Harmony value, brought to their attention during any day of the week. If relevant, the stickers are placed on the work and a written comment made about the Harmony Value exhibited in producing it or on the child.

Individual Praise

The following recognition methods are regularly used to reinforce positive behaviour and accomplishments: -

- All staff will work to develop positive relationships with pupils, particularly those who struggle with self-regulation. Conversations will use Empowerment language and will be free from scorn, sarcasm or blame, using language that is accessible to the needs of the pupil.

- Specific verbal praise: highlighting effort, perseverance, or acquisition of a new skill/understanding;
- House Points are given to celebrate the Harmony Value of the half term;
- Moves up the Values Board are given to children who demonstrate any of the school's Harmony Values. If a child reaches the top of the board, they can be entered into a draw for Special Values Time;
- Each week one child from each class will attend a Special Values Time lunch with the Headteacher/Assistant Headteachers or SLT. They will then be given class agreed privileges for the following week, agreed within their class so they remain motivating to each group of pupils.
- Values time: all children will receive Values Time weekly. This will take the form of a range of activities that the children will be able to choose from. Priority in choosing will be given to those who have reached the top of the Values board that week.
- Values Awards: this will be awarded each half term to the child who has best demonstrated the value of that half term in their class. They will be awarded this in an assembly which the parents are invited to and staff explain why the child has earned this award.
- Governors' Awards: these are awarded annually to children in the school who has best demonstrated all of the Harmony Values. Staff will nominate children in writing for the Governors to deliberate. The winning children will be presented with a Governors' Award in an assembly attend by their parents at the end of each school year.

House Points

House points will be awarded to children who consistently demonstrate effort in the value of that half term.

By recognising and celebrating these behaviours, we aim to create a consistent, schoolwide understanding of the characteristics that we are building within our children.

Pupils will track their house points and will receive a certificate each half term to show whether they have achieved a gold, silver or bronze award for that value. These will be celebrated in class and assembly and will contribute to each house's total.

Children can only be awarded one house point at a time for demonstrating the term's value. In some exceptional circumstances two can be awarded.

Zones of Regulation and Regulation Stations

The children are taught about the Zones of Regulation. They will learn methods to help them when they are in each zone. Each class has a regulation station where they can spend time regulating should they want/need to.

[More information can be found here.](#)

Protective Measures & Responses to Unwanted Behaviours

At Herne Junior School, we are committed to ensuring that all disciplinary actions are consistent with our empowerment practices, which emphasise understanding, empathy, and repair. It is essential for pupils to recognise that it is the behaviour, not the child that is unacceptable. This distinction underpins all interactions and supports the development of positive self-esteem and accountability.

At each stage, consideration will be given to which protective measures will be best suited to their individual needs. Recognising that violent or dysregulated behaviours often stem from unmet needs, the school will collaborate closely with families and outside agencies to address underlying causes.

Level	Characteristics	Protective Measures	Parental Involvement
1.Low level disruption / inappropriate behaviour	Calling out Attention seeking Connection needing Interrupting others Ignoring instructions Incomplete learning tasks Lack of effort Being off task Distracting others Throwing / swiping objects	Highlight positive behaviours of others Reinforce expectations through praise Pre-empt situations / prep for best strategies Quiet encouragement Class based restorative conversation Tactile resources to help child focus Expectations with timescales/ timers Reminders given Short loss of break time (5 minutes) for a coaching conversation.	Possibility that parents will be informed.
2.Persistent low level disruption or more serious disruption/ inappropriate behaviour	Taking things belonging to others Frequent disruptive behaviour Deliberately causing disturbance Increasingly ignoring instructions Offensive language Prolonged lack of effort Repeated distraction of others Abusive social media posts	Apply strategies as above Regular / structured reminders Class based restorative conversation Loss of break time (short amounts) Short, temporary class swap (Change of face/reset) Record of incidents on CPOMS Parental discussion with Year Leader support Think card –Year Leader or SLT support (See Annex 1) Coaching conversation Possible Back to Green plan	Parents will be informed of the incident or behaviour and involved in discussion regarding resolving issues. Behaviour will be logged on CPOMS.
3.High level disruption / incident	Bullying, abuse or discrimination Serious challenge to authority Intentional harm of others Sustained refusal of instructions Leaving class without permission Significant dysregulation Malicious allegations against others Deliberate damage to property Repeatedly abusive social media posts	Back to Green plan Think card managed by YL or SLT (See Annex 1) Regular review meetings with parents with teacher and year leader. Consideration of Orchard provision Potential outside agency involvement Senior Leadership Involvement Coaching for change	Parental involvement with school will be frequent and sustained, including review of think cards. Behaviour will be logged on CPOMS.
4.Persistent High level disruption / very serious incidents	Persistent bullying/abusive Discriminatory behaviour Repeated challenge to authority Repeated refusal to comply Serious violent behaviour Sustained or high impact dysregulation Leaving school without permission Sustained/ serious damage to property Bringing prohibited items to school	Back to Green plan Possible class swap Possible Risk Assessment Coaching for progress Assigned Senior Leadership Involvement Multiple outside agency involvement Internal exclusion Suspension from school Pastoral Support Programme Managed Move to alternative school Permanent Exclusion	Parental involvement with school will be frequent and sustained, including attending multi-agency meetings as required. Behaviour will be logged on CPOMS.

NB: It is important to recognise that children may exhibit behaviours from different stages simultaneously. The list of protective measures and responses at each level is not exhaustive, nor do they directly correlate to specific behaviours. In all circumstances, our relational approach and deep understanding of individual pupils' guide decision-making. When determining which measures and responses to apply, staff will consider the context in which behaviours occur and the pupil's individual needs, including any underlying challenges or triggers. For children with complex Special Educational Needs & Disabilities, tailored responses and additional flexibility may be required to align with their specific needs.

Back to Green Plans

Children who demonstrate Level 2/3/4 behaviours or difficulty with emotional regulation will be given a 'Back to Green' plan (See Annex 3). This plan recognises strategies that help to keep the child calm, ways of connecting with the child and finally ways of supporting them in returning to the green stage of the Zones of Regulation. This will be shared with the adults who work with the child (including supply staff) and regularly reviewed. They are stored in the class behaviour folder.

Risk Assessments

Children with specific needs which lead to poor behaviour choices or higher risk to themselves or others should have a RA. This should also detail Protective Measures for trips and any off-site activities to ensure these children have equality of access to such activities in an actively managed way. (See Annex 4 for template and model RA). RAs should be updated at least half termly and reviewed after any significant incidents. These should be stored in the box by the classroom door so that they are accessible to anyone who needs to see them. They must also be shared with ALL staff that work in the classroom. When a supply teacher is teaching, they must be shared by the teacher who helps them to set up for the day.

Suspensions/exclusions

Suspensions and exclusions should only be considered if:

- A serious breach of this policy has occurred and staff reflection using the suspension sheet (See the Exclusion Policy) evidences that the root of the behaviour has been sought and does not lie in unsuitable provision and that all other strategies have been applied consistently and failed.
- Consideration has been given to internal suspension from class and this is not possible or is inappropriate to child's needs.
- Suspension/exclusions at home, due to home circumstances, may create safeguarding issues for the child.

See the Exclusion policy for more detail.

Racist Incidents

For incidents where racist language is used, the following procedure will be followed.

- The person who witnessed the incident or was told about it will investigate before taking the investigation to the HT or AHTs.
- If the incident is deemed to be wilful then the parents of the perpetrator will be rung by the HT. If the language was used without fully understanding racist connotations, the Year Leader will phone the parents. The victim's parents must be rung by the same person.
- All perpetrators must receive an education session with the AHT.
- If this happens again then there will be a suspension/internal suspension.
- Victims will have a check in the next day and 1 week later from the HT or Year Leader depending on who phoned the parent.

CPOMS

Behaviour incidents will be recorded on Cpoms using the ABCD format (Antecedent, behaviour, consequence, discussion). They must be recorded factually and using the exact wording wherever possible. These incidents should be assigned to the Year group Leader and alerted to the DSL's.

Serious incidents should be recorded in the same way and have a list of all staff involved and those who witnessed the incident. All staff involved should record in the actions that they agree with the record of the incident and add anything else that is relevant. These incidents should be assigned to the Year leader and all DSLs should be alerted.

Specific Behaviour Management Responsibilities

At Herne, we recognise that dysregulation can be a safeguarding issue and therefore it is everyone's responsibility to help and support any child with the agreed strategies. However, there are overarching reporting lines.

Headteacher

- Responsibility for decisions and paperwork regarding serious misbehaviour, including suspensions and exclusions.
- To monitor school behaviour via records of violent incidents, racial incidents and incidents of bullying as recorded on Cpoms and through Exclusion & Suspension records.
- This is all overseen by the school Governors and some data is reported anonymously to the Local Authority (e.g., Racist Incidents).

Assistant Heads/SENCo

- Support the Headteacher with the above, acting as DSL when the Headteacher is off-site.
- Support all staff in encouraging good behaviour.
- Where necessary, help support children at lunchtimes to make sure that *all* children have a positive experience.
- When needed, support staff to make behaviour charts and agreements with children and parents regarding their behaviour.
- Liaise with outside agencies to help support children and their families, in consultation with the Home School Link Worker.
- Make sure all children, who need one, have a Back to Green plan or Risk Assessment.

Home School Link Worker

- Liaise with outside agencies to help support children and their families, in consultation with the Assistant Head/SENCo.
- Organise emotional wellbeing support for children one-to-one and in groups through ELSA, TALA, Nurture etc. (or from an outside agency) to improve their self-esteem and behaviour.

Other SLT

- Help and support their team members with encouraging good behaviour in class
- Provide a mid-point of authority for pupils in their year groups
- Refer to Headteacher or Assistant Head/SENCo in cases of extremely good or poor behaviour.

Annual Review

Reviewed by staff, and approved by the Headteacher, in accordance with delegated responsibility conferred by the Full Governing Body, December 2026. This policy will be reviewed at least annually in line with relevant statutory guidance from Hampshire County Council.

Herne Junior School has adopted the guidance from the Department of Education publication 'Behaviour and discipline in schools':

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Review Date: December 2026

ANNEX I: Cards Used for Supporting & Monitoring Behaviour

Back of card used for notes

Please record any explanation No are appropriate:


Day 1

Day 2

Day 4

Day 5

THINK CARD

 **Herne**
Junior School

TARGET:

WEEK 1 or 2 (Please Circle)

Name:

Class:

Start Date:

THINK CARD
THINK - GET HELP - IMPROVE

How has my day gone? (40 sessions in total for the week)

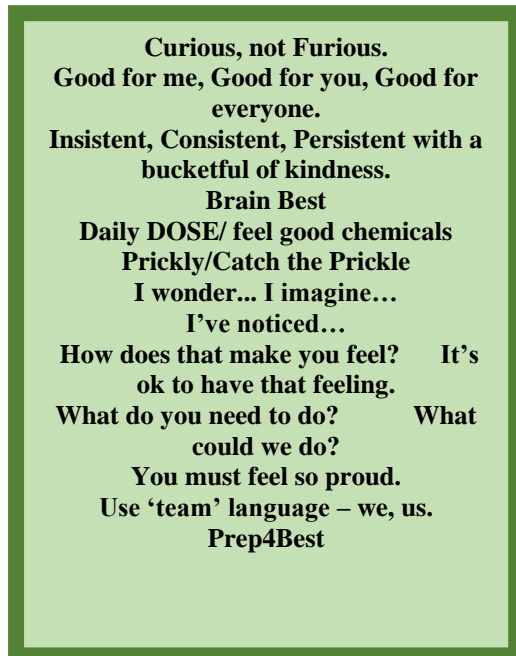
Day	Start School first thing	1 st session	2 nd session	Break	3 rd session	Lunch time	4 th session	5 th session	Initial by RE or DHT	Initial by Parent/carer

☺ = Good ☹ = Satisfactory ☹☹ = Poor

You must have an adult record on this card for every session.

For a GOOD WEEK you must achieve 50% ☺ (20 sessions) AND 85% ☺&☹ counted together (34 sessions).

ANNEX 2: Common Language Approach










ANNEX 3: Back to Green Plan



Individual Back to Green Plan

Name:		Prep For Best:	
Back to Green			
Calm/Contain	Connect	Support	
Agreed Natural Consequences			

Herne Junior School Positive Behaviour Plan – Back to Green				Name:		Date:	
Class:							
High expectations...	 Respect	 Motivation	 Enjoyment	 Collaboration	 Honesty	 Responsibility	
High support ...							
Behaviours I might show you	You might see these behaviours ...		All adults will support by ...				

ANNEX 4: Risk Assessment

Date: January 2025 (Review Termly or after significant incidents)				
Risk Assessment Noah Delamont for Year 4				
Behaviours	Level of Risk Red: High Amber: Mid Green: Low	Current Likelihood (High/Medium/Low)	How does behaviour present/ what is the impact in the class. (look like)	Action
Non Compliance			Teacher/LA unable to focus on pupils/ Child - lost leaning time.	Time in. Find out why refusal. Use of regulation pack. TLC by 1:1 to connect and rebuild. Repeat expectation for the task – Remind now, next.
Disrupting learning for Peers			Teacher/LA unable to continue teaching/disrupting whole class /group– lost learning time for all. Others witnessing inappropriate behaviour.	Direct to his safe space in class – check in with him – set him up with an activity. Then say you will return when finished speaking to the class. If 1:1 in class – take out for external activity to reset/ release energy. If extra support needed radio for another adult to remove
Abusive Language to staff			Other children hear	Time in. Find out what/why triggered language? Discuss through coaching what he could do different – apologise to. Speak to parents
Abusive Language to peers			Children offended and scared	Time in. Coach. Report to SL. Off playground for next break/lunch time. Parents contacted. CPOMS
Coercion/Bullying			As above/Fixation makes child concerned Peers copy negative behaviours	Adults out watching him. If issues, remove from playgrounds. Report to SLT and follow procedure as above.
Physical Harm to Peers			Child hurt Severity: A Minor (no damage) B: Medium (Bite marks/bruising etc.) C: Severe (Medical treatment or Emotional trauma)	A: Reparative work with children involved. Off playground for next break/lunch B: Internal exclusion for rest of day/following day. This is to be supervised by 1:1 with support of teacher and SLT. c. Exclusion All of the above = parents informed.
Physical Harm to Staff			Adult hurt: as above	Class teacher to ensure that ‘victim’s’ parents are also informed. CPOMS
Absconding from lessons			Leave classroom and refuse to return. Lost learning time. Additional adult required to support/manage situation.	1:1 designated adult (LSA) to follow and stay with them. Time in. Coach. SLT contacted if failure to return to class OR if no additional adult available to support. Logged on CPOMS.
Absconding from school site			Leave the school grounds Compromising personal safety Additional adults needed to support	Parent to be phoned SLT to decide if Police are contacted Suspension Restorative conversation had by SLT with parent present Logged on CPOMS