

# Harwood Meadows Primary School



## BEHAVIOUR POLICY

Version and Date		Action/Notes
1.0	23.11.2021	Updated JB
1.1	12.09.2022	Updated JB
1.2	18.10.2022	Updated JB
1.3	04.09.2023	Updated JB
1.4	04.09.2024	Updated JB

At Harwood Meadows Primary School we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. Chances of success and happiness, both in school and in the future, depend considerably upon the ability to demonstrate self-control and to make responsible choices regarding behaviour. We have clear school rules and learning values, with emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and learners. For this to work, there has to be cooperation, communication and consistency between children, parents, staff and governors.

### **AIMS AND OBJECTIVES**

- To promote good relationships by ensuring that all children are treated fairly and are shown respect
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help children develop self-respect, self-control and accountability for their own behaviour
- To develop self-esteem through success, positive relationships and awareness of how behaviour impacts on self and others
- To encourage partnership between home and school

### **RULES AND VALUES**

We expect all our children to follow these three simple rules.

READY	<ul style="list-style-type: none"> <li>• Be organised and ready to begin work</li> <li>• Complete work and use class time wisely</li> <li>• Take part in group discussions and projects</li> </ul>
RESPECTFUL	<ul style="list-style-type: none"> <li>• Use respectful language towards everyone</li> <li>• Respect the rights and property of others</li> <li>• Be kind – treat others how you would like to be treated</li> </ul>
SAFE	<ul style="list-style-type: none"> <li>• Follow instructions given by adults in school</li> <li>• Always ensure a member of staff knows where you are</li> <li>• Display appropriate self-control during assemblies, break times and around school</li> </ul>

### **OUR STAFF WILL:**

- Meet and greet all at their classroom door/corridor/stairs up to the classroom children every morning
- Staff will consistently refer to our school rules and values - 'Ready, Respectful, Safe' / 'Aspirational, Resilient, Kind'
- Model expected behaviours and build positive relationships with children
- Plan lessons that engage, challenge and meet the needs of all learners
- Positively praise those children who are making the right choices
- Follow up behaviour incidents every time, retain ownership and engage in reflective dialogue with learners
- Support behaviour across school by acknowledging children who are not making the correct choices, either by dealing with this effectively themselves or drawing on the support of colleagues

- Prepare and provide appropriate work in the event of the child needing to be removed from the class so that learning isn't disturbed
- Understand that children outside their window of tolerance e.g. a child in crisis, will need time, space and reduced language as appropriate. Staff will respond using positive body language and tone to help the child deescalate.

### **SLT SUPPORT:**

- Meet and greet children on the playground at the start of the day
- Provide on-call support and time out for children when needed
- Stand alongside colleagues to support, guide, model and show a unified consistency across school
- Use behaviour data to inform next steps for children
- Be involved in behaviour meetings with class teachers, child and parents

### **REWARD SYSTEMS**

'Class Dojo' is the positive behaviour management tool being used in our classrooms. Staff reward individual students for behaviour that is linked to the rules and values of the school. All class Dojos will be reset every day, but all data is stored to keep a running total. Children will receive Bronze, Silver, Gold and Special Dojo certificates and badges as they collect positive points.

CERTIFICATE + BADGES	WHOLE SCHOOL
BRONZE DOJO	50 POINTS
SILVER DOJO	100 POINTS
GOLD DOJO	150 POINTS
PLATINUM DOJO	200+ POINTS
<ul style="list-style-type: none"> <li>• Certificates and badges will be presented in assembly</li> </ul>	

### **ADDITIONAL STRATEGIES FOR POSITIVE BEHAVIOUR**

Additional strategies may include:

- Positive praise
- Building positive relationships with children and parents
- Certificates in assemblies
- Golden book awards
- Sharing learning with members of SLT
- Positive messages from staff members to parents on Dojo

### **STAGES AND SANCTIONS**

Staff consistently refer to our school rules: READY / RESPECTFUL / SAFE

Staff deal with inappropriate behaviour by the doing the following:

#### **Stage 1: INAPPROPRIATE BEHAVIOUR**

- Encourage the child to change behaviour and get back on track, using positive reinforcement and focusing their effort to change.
- Non-verbal prompts e.g. move next to pupil / raised eyebrow – some children may respond more appropriately to discrete prompts.
- Recognise and praise other positive behaviours in the classroom.
- Remind the child of the expected behaviour linked to our school rules.

- Children will be offered a choice defined by the teacher and follow the compliance routine if appropriate (see appendices) e.g. this piece of work can be completed now or at playtime.

### **Stage 2: REPEATED BEHAVIOUR**

- Child reminded that if behaviour continues they may miss a period of playtime or lunchtime.
- Positive encouragement used to get the child back on track and return to class.
- Staff should try to identify any patterns of behaviour, i.e. time/s of the school day where particular behaviours are being displayed.

### **Stage 3: PERSISTENT BEHAVIOUR**

- If the behaviour continues a further reminder of the school's rules is given and 5 minutes removed from playtime. Further repeated behaviour will result in 10 minutes removed from playtime (use of initials and ticks on the class whiteboard). This time can be earned back for positive behaviour.
- Persistent negative behaviour may result in children missing a whole playtime or lunchtime.
- This will be recorded on CPOMS, our internal system for recording incidents (which will be regularly monitored by SLT).
- A post incident discussion will take place with the child to discuss alternative strategies to stop repeat behaviour.
- Where persistent behaviour occurs, parents will be informed and invited to meet with the class teacher either in person or via phone call. This may be supported by a member of SLT. If this behaviour continues then parents will be called to have a second meeting with the relevant senior member of staff. If behaviour does not improve, then parents will be contacted by the Head or Deputy to discuss next steps.
- SLT will support staff to speak to the child by reinforcing messages given by staff.
- SLT will continually monitor the quality of education & behaviour of learners and offer feedback and suggestions to support staff and children.
- SLT will consider whether a referral to external support agencies would be beneficial.

### **SERIOUS INCIDENTS OF BEHAVIOUR & PERSISTENT DISRUPTIVE BEHAVIOUR**

This is any incident when a child puts the health and safety of themselves, or others, at risk and may require physical intervention from staff. These include swearing at children and staff, threatening behaviour or violence towards other pupils, threatening behaviour or violence towards staff and persistent disruptive or antisocial behaviour that continuously interrupts teaching and learning.

- With any serious behaviour incident, a member staff may send for a member of the SLT
- If required, a member of SLT may remove the child to complete their work away from the class
- When a child is removed from the classroom (depending on the severity of the situation) if deemed appropriate, the child may be reintegrated back into the classroom

When this happens, the child will:

1. Complete any work given/that has been set
2. Return to class when they are calm
3. Return to class at a time that is less disruptive for all parties, i.e after a break time/when the next lesson is about to start

On reintegration, staff members will greet children positively.

- The member of staff who witnessed the incident will add the incident to CPOMS, where members of SLT will be alerted

- If the decision is made that it is not appropriate for the child to return to class, they will spend the remainder of the day with the SLT member/in another classroom
- The class teacher or member of the SLT will contact parents to report the incident and arrange a meeting on the day if possible
- A decision about consequences will be made during the meeting. This could result in an internal or external suspension, depending upon the severity of the situation, taking into account frequency of incidents along with consideration of child's needs. A record of this meeting should be added as an action on CPOMs. This should be written in bullet points/in simplified language (to reduce the amount of time being spent on recording). Where more than one member of staff has dealt with an incident, they can contribute their involvement on CPOMs in the 'Add Action' section
- The child will spend part of their playtime or lunchtime with SLT. This would be normally on the same day or the following day, depending on the time of the incident.
- Decisions made will be fed back to staff. It is also the responsibility of staff to ask for any information from the SLT member
- It is the responsibility of the SLT member to inform the other members of SLT to provide a chronology of events/possible actions to follow up the next day (if they are unable to do so)
- Follow-up phone calls/meetings with parents will be organised by the SLT member in conjunction with the class teacher
- In cases where no improvements are seen, children who continuously disrupt the learning environment could receive a suspension
- Where a serious incident has occurred, staff will be offered the opportunity to speak to an SLT member (or whoever they feel comfortable speaking with), allowing staff to talk through the situation

Violence towards members of staff will result in an instant exclusion, which may be permanent. Please refer to our exclusions policy.

### **RESTORATIVE PRACTICE**

Where racist, bullying, homophobic incidents or harmful name-calling have occurred, the 'Serious Incident' protocol will be followed. In addition, the initial Restorative Practice meeting will be carried out by the SLT member/member of staff who dealt with the incident. This should be followed up in a timely manner to 'check in' with the children involved. This will be reported to parents, Headteacher and Governors.

### **PHYSICAL INTERVENTION**

Physical Intervention will only be used if the child is at risk of harming themselves, harming others, causing severe damage to property, disrupting lessons or committing an offence. When any physical intervention is used a record of the incident will be completed, scanned and uploaded to CPOMS. Parents will be informed of any physical intervention that has taken place. The wider staff team in school are regularly advised and reminded on the definition of 'the use of reasonable force' so that they feel supported to make reasonable judgments about when it may be appropriate to use physical contact with a child to protect them from injury.

### **SPECIAL EDUCATIONAL NEEDS**

When a child is on the SEND register for specific behavioural difficulties, a more personalised approach will be necessary in order to support them in developing the ability to regulate their own behaviour. These children will have a child centred support plan which is created and agreed with

the pupil, staff and parents. These will be overseen by the SENDCo and monitored throughout the year. Strategic risk assessments will also be created for these children (where appropriate) and shared with staff and parents.

### **NURTURE GROUP / RELAX KIDS**

School will also provide additional and targeted support for some children who are regularly in crisis and struggling in a class situation. Access to the Nurture group takes place following a referral from class teacher and or SLT. The aim of this group is to develop children's behaviour for learning in a structured, supportive and nurturing environment. Children can either access the unit on a part-time or full-time basis and careful plans are put in place to reintegrate them back into their mainstream class when this is appropriate.

### **LUNCHTIMES**

At lunchtimes we aim to provide a range of activities to engage children in positive play with their peers, both inside and outside. This includes the play equipment for each Key Stage and structured games which are led at lunchtime by play leaders, with the focus on co-operative play, good communication and teamwork. The behaviour stages will be used to deal with any unacceptable behaviour and the child can be directed to SLT where appropriate. A member of the SLT must be informed of any extreme behaviour incidents that occur at lunchtime. This will be dealt with and fed back to the class teacher accordingly. Any individuals causing concern will be discussed with the Headteacher and a possible lunchtime suspension will be enforced.

### **SUSPENSIONS AND PERMANENT EXCLUSIONS**

Extreme behaviour or persistent disruptive and challenging behaviour may lead to child suspension or permanent exclusion. Only the Headteacher, or Acting Head Teacher, will make the decision to suspend or exclude a child from school. The Acting Head Teacher is the Deputy Head Teacher. If both the HT and DHT are not in the building, a member of the SLT will fulfil the role of Acting Head Teacher for the purposes of a suspension.

They may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this. If a child is suspended / excluded, parents are informed as soon as possible, giving reasons. At the same time, it is made clear to the parents that they can appeal against the decision to the Governing Body and this process is explained in the letter of suspension / exclusion. The Headteacher informs the Governing Body about any suspensions or permanent exclusions. See Exclusion Policy for further information. If a child is suspended for any period of time, appropriate work is sent home for them to complete covering the duration of their suspension. When a child returns to school, a reintegration meeting will take place with the child and their parent or carer.

Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:

- consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension or exclusion were provoked;
- ensure the voice of the child is heard and allow the pupil to give their version of events;
- consider if the pupil has special educational needs (SEN).

### **BEHAVIOUR OUTSIDE SCHOOL PREMISES**

Headteachers have a specific statutory duty to discipline children for poor behaviour outside of school premises. This is particularly pertinent with regard to bullying, which may take place on public transport, in the town or local neighbourhoods or in the form of cyber bullying. When misbehaviour outside school is reported to staff, it will be investigated and acted upon appropriately.

### **RECORDING, MONITORING AND EVALUATING UNACCEPTABLE BEHAVIOUR**

Unacceptable behaviour will be recorded using CPOMS. This will be monitored regularly by SLT and any concerns discussed with the SENDCo, so that support programmes can be put in place if necessary. The SLT will monitor behaviour and evaluate the impact of this policy through the records listed above, through informal observations, comments from formal lesson observations and discussions with pupils, staff and parents. This policy will be reviewed annually, with opportunities for consultation with staff, pupils, parents and Governors.

### **UNFOUNDED ALLEGATIONS AGAINST STAFF**

If, after an appropriate investigation, a child is found to have made an unfounded serious allegation against a member of staff, this may result in the pupil being either suspended or permanently excluded from school by the headteacher.

### **SUMMARY OF STRATEGIES.**

1. Expected standards of behaviour at Harwood Meadows will be promoted and modelled at all times by staff and children.
2. Everyone will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour in lessons and at all times when they are with the children.
4. Children will be taught to be polite, respectful, well-mannered, compliant and well-behaved.
5. Rewards and sanctions will be used sensitively and sensibly by staff to encourage and promote good behaviour.
6. Where a member of staff needs additional support with a behaviour issue or problem they will discuss it with the headteacher and/or deputy headteacher / SENDCO who will agree an appropriate support strategy.
7. The school will involve outside agencies, when deemed appropriate

We are committed to meeting the needs of each individual especially those identified in the 2010 Equality Act. All protected characteristics will be recognised and accepted and embedded in all areas: these will include disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; homosexual, bi-sexual, trans-sexual.

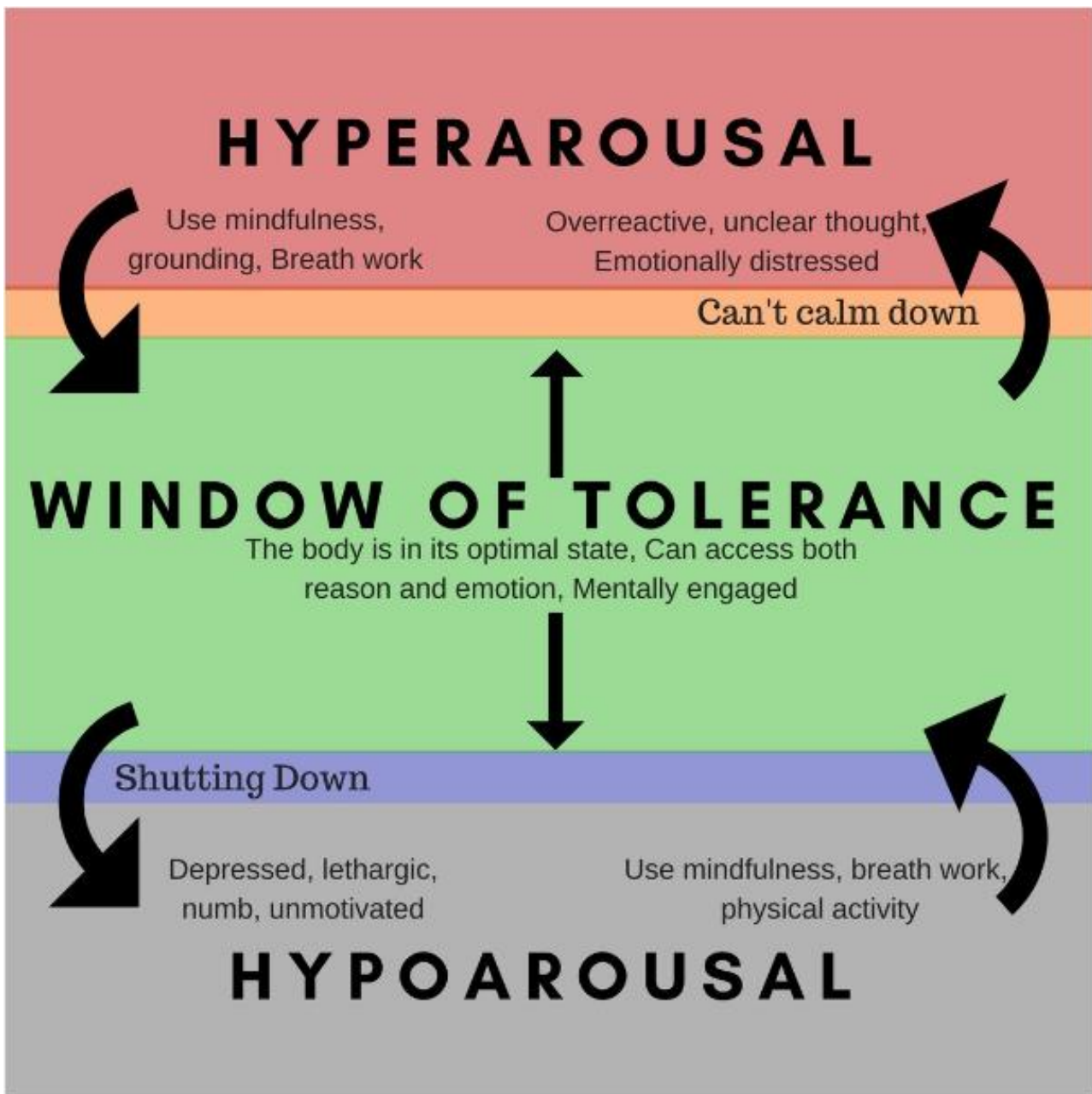


This policy was adopted for full implementation March 2021.

This Policy will be reviewed by the Governing Body on a 2-yearly cycle and must be signed by the Chair of Governors and Headteacher.

Policy Reviewed:	September 2024
Next Review:	September 2025
Signature of Chair of Governors: 	Signature of Headteacher: 

Window of Tolerance



### Compliance Routine

