



## **Behaviour Policy**

### **Harbury CE Primary School & The Pod**

**Revised: July 2019**

At Harbury we believe that for pupils to make outstanding progress in lessons, behaviour should also be outstanding. Our behaviour and rewards policy has been created to foster a set of values that reflect our Church School status and has been developed and agreed by staff, students, parents and the Governing Body of the school. At all times we aim to promote love, collaboration, perseverance, thankfulness and trust.

#### **Aim**

To encourage children to behave in a manner which demonstrates respect for themselves and others, respect for the school environment and in a way that is conducive to learning. This will be done through a system whereby positive behaviour is rewarded and praised and negative behaviour has associated sanctions. The policy will be applied fairly and with transparency.

(The policy is in line with the school's legal duties under the Equality Act of 2010, in respect of safeguarding and in respect of pupils with special educational needs)

#### **Written Statement of Behaviour Principles**

Under the Education and Inspections Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

We, the Governing Body of Harbury Primary School, believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included. We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.

The behaviour policy should be based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. It should also seek to eliminate all forms of discrimination, harassment and bullying.

The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes. It is recognised however, that on occasions sanctions are necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear.

When children do not meet our expectations, either through consistent low level disruption or more severe incidences, we will always try to teach the child what is expected. There will be times when children do not fulfil our expectations. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible.

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Some children can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. Where appropriate other agencies will be engaged to provide a multiagency response. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety and welfare of the pupil body as a whole is paramount.

The school will always be responsive to the needs of children and will make its expectations of behaviour clear to staff and children. However, given the importance of the safety of children, the Governing Body supports the school's authority to permanently exclude for a single offence where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Similarly, given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff.

We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community.

### **Encouraging and affirming good behaviour**

The welfare of children is best met when school staff, governing bodies and parents work in collaboration. To ensure progress, everyone concerned with the child should work together to develop a consistent approach. We treat each other with respect – adults and children alike. These are some indicators:

- Adults are role models to children regarding their behaviour
- Using names and making eye contact when addressing each other
- Courtesy when passing through doorways – each thanking the other when a whole class walks through
- Moving around school in an orderly fashion
- Helping without waiting to be asked
- Taking responsibility
- Caring for property, equipment and our environment.

### **Behaviour and discipline**

Everyone in school is expected to show respect, care, consideration and politeness at all times. Behaviour is discussed as part of cross-curricular work. To build self-esteem of all children we celebrate children's success in all areas. Children are constantly reminded about the impact of their behaviour on others. This takes place during assemblies and class work through PSHE/SMSC work (including the Protective Behaviour resources and our teaching of Modern British Values) as well at incidental times in any day.



In working with us to support the best outcomes for the children, we expect parents to:

- provide support for the discipline within the school and for the teacher's role.
- take an active part in the partnership between home and school.
- ensure responsible internet use at home and reinforce the school messages regarding online safety

To help support children to be the best they can be, we have clear systems for recording unacceptable behaviour and systems to reward positive behaviour.

### **Rewards**

The following rewards are used:

- Individuals are able to earn merit points throughout the term. Merit points can be gained from good work in books, good behaviour and a good attitude. They may also be rewarded for fulfilling basic expectations such as bringing in PE kit. They can be awarded verbally or in books. They are recorded by the class teacher and each class works collaboratively towards a shared reward. Individuals who reach the end of term target (100 merit points in KS2 and 50 per half term in KS1) will attend a Merit Reward Afternoon. This is to be organised by the class teacher. Possible merit rewards could include building blanket forts, watching a film or class mufti days. Children should give suggestions to class teachers regarding the rewards.
- Star Learner of the week is presented to one child from each class during Friday assembly to praise excellent learning – either attainment or effort.
- Role Model of the week is presented to one child from each class during Friday assembly to praise fantastic behaviour for learning, demonstrating the values for life or helping make the school community a better place.
- Each week the Midday Supervisors decide to present a class with the 'Most Respectful Class' award. This will be given to the class that the lunchtime staff feel have been the most helpful, polite and ultimately respectful for that week and revealed during Celebration Assembly. The chosen class will then be rewarded with 5 minutes extra play time (to be taken at a suitable time in the school day the following week).
- From time to time a classroom teacher may introduce individual and/or unique ways of rewarding the children in class. This is recognition of the fact that each class make-up is different and that different techniques are required in order to get the best out of the children. In such instances, please feel free to discuss the reward system with your child's teacher.
- It may also be appropriate to devise individual reward systems especially for children with identified needs, difficulties or behaviour patterns. The reward system will be designed to reinforce good behaviour and set individual targets. In each case, the reward system shall be discussed with parents/carers and will not go beyond the internal reward system such that it might be seen to condone/reward poor behaviour.



## **Consequences**

Adults' 'firm' voices are appropriate on occasions but the tone should be one of control rather than anger or intimidation and consideration will always be given to the self-esteem of the child.

If behaviour in the classroom falls below the expected high standard, the children know that the consequences will follow this sequence:

1. Verbal warning – they are reminded of the need to abide by the agreed standards of conduct
2. Five minutes of the child's free time (e.g lunch or play time) is used to explain how they are failing to meet the agreed expectations and to discuss any support needed to enable this to happen
3. Apart from necessary comfort breaks and time to eat, a child will miss the whole of their lunchtime
4. A child's conduct is reported to a senior member of staff
5. The child is immediately taken to the Head Teacher or Deputy in their absence and parents are contacted for a meeting to discuss the child's behaviour.

Low level behaviour incidents are recorded in the behaviour book within the classroom. Incidents of a more serious nature will be recorded by a member of the SLT in the bound purple book in Headteacher's room.

N.B – for more serious incidents, a teacher can move straight to points 4 or 5 as needed. Any individual incidents above level 3 will also be recorded in class behaviour books.

A weekly class sheet will be kept to show patterns of behaviour. If a child reaches consequence 3 more than 2 times in a week, consideration will be given to contacting parents.

## **Behaviour at The Pod**

We wish to echo the same high expectations about behaviour at our before and after school provision known as 'The Pod'. However, we recognise that this is a different setting for the children and that the rewards and consequences need to reflect this.

Positive behaviour will be rewarded using the collaborative reward system of 'Peas in a Pod' whereby green marbles are placed in a jar and the children work towards a whole group reward (such as an edible treat or extra computer time)

Should behaviour at The Pod fall below our agreed standards, consequences will follow this sequence:

1. Verbal warning – a reminder of what is expected
2. 10 minutes away from other children to allow for reflection
3. Parents informed on arrival
4. For serious incidents, an immediate call to parents will be made.

In very rare instances, a child's place at The Pod may be at risk if their behaviour is either persistently disruptive or a danger to themselves or others.



## **Lunchtimes**

Where possible, the midday supervisors replicate the warning system in class. A verbal warning is given in the first instance. After that, a child will be given a second warning and will lose five minutes of their time; this can either be standing next to the shed on the playground or, if more appropriate, staying close to a supervising adult. If inappropriate behaviour continues, the individual will need to speak to the senior midday supervisor who then makes the judgement about passing it onto the class teacher.

If a serious incident were to occur, the midday supervisors use their red triangles to alert a member of the teaching staff.

We have devised a system which will be used by everyone in school and this has been explained to the children. All children have spent time looking at and understanding the expectations and it has been explained what to do if they have a problem.

## **Individual support**

Most of the time the behaviour of the majority of the children in school is good, however on occasions a small minority of pupils display behaviour which is unacceptable. On these occasions intervention is needed and sanctions are imposed. For persistently bad behaviour, or a particularly serious incident there would be referral to the Deputy or Headteacher, who would consider how best to involve parents. Behaviour targets would be agreed by all parties and we would monitor their progress. Records may be kept about responses to the undesirable behaviour. All class teachers hold a bound behaviour book in which they record any particularly significant or persistent low level disruption. When a child has completed a sanction, we stress to everyone, that we now start with a 'clean slate' and a new start can be made.

Challenging behaviour may well be indicative of problems that a child or family might be experiencing. 'Early Help' (as coordinated by our Early Help Officer) involving external agencies is then an option that is considered in full consultation with parents.

Deviations from this policy may be implemented by the school after receiving specific guidance from specialists if and when needs arise for individuals. These must have already been agreed and acknowledged with a Behaviour action plan (BAPS) in liaison with parents.

## **Out of school behaviour**

In some circumstances, we can take action for misbehaviour that takes place outside of the school premises for example when children are:

- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a pupil at the school

Or for misbehaviour at any time, whether or not the conditions above apply, that:



- Could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the pupil's family or
- could adversely affect the reputation of the school.

Internal exclusions might be imposed in instances of persistently poor behaviour.

### Exclusions

In accordance with Warwickshire Local Authority guidelines, the Headteacher may decide that a child's behaviour over a period of time, or after a particularly serious isolated incident, represents an unacceptable threat to health and safety standard in school, or to the educational progress of others in the school. The child may be excluded from school for a temporary or permanent period. The school would always refer to the guidance as set out in September 2017.

### Bullying

Bullying is a term which needs careful thought before it is used. We adhere to the Anti-bullying Alliance definition of bullying as: 'The **repetitive, intentional, hurting** of one person or group by another person or group where the relationship involves an **imbalance of power**.'

There is a distinction between a child who is experiencing bullying behaviours and the minor 'fallings-out' with friends - relational conflict, that are part of every child's experience- or the occasional incidence of aggression. However temporarily distressing these may be, this is not the same as bullying. No definition can be entirely objective - we must be careful in our calling any behaviour "bullying", but equally prepared not to rule it out. Incidents involving Online Safety as well as those occurring outside of the school premises will be considered and addressed using the same process.

### Prevention

The school will:

- raise awareness of the nature of bullying through inclusion in PSHE sessions, circle time, Taking Care Project (protective behaviours), assemblies, subject areas and informal discussion, as appropriate in an attempt to eradicate such behaviour.
- Participate in national and local initiatives such as Anti-bullying week and 'No Outsiders' resource.
- Seek to develop links with the wider community that will support inclusive anti-bullying education

### Procedures

To be followed by member of staff who is approached or reported to:

1. Interview the child reporting the incident
2. Discuss with the children involved and any witnesses and make clear notes that will be shared a given to a member of the SMT.
3. Make clear that bullying behaviour is unacceptable and explore ways to show that responsibility for actions has been taken and that steps have been taken to change their behaviour.
4. Offer additional emotional/practical support as appropriate



- Alert teaching staff and senior midday supervisor; monitor closely with frequent check-ins for a maximum of two weeks and follow up within a month to ensure no further incidents.

Parents may be involved at any stage in the above process as appropriate

Reported incidents will be investigated fully, by the class teacher in the first instance, thereafter, the Deputy or Headteacher. It is equally important to listen to children, to identify the extent of their concerns and the root cause and to initiate sensitive and workable action. The parents of the pupil who has experienced bullying behaviours and the pupil/s displaying bullying behaviours will be informed about the investigation and the subsequent action to be taken. These investigations will be recorded in the bound purple book in the Headteacher's room.

Any incidents contrary to the Equalities Act 2010 including those of a racial, homophobic, transphobic or disablist nature will be recorded at the back of the bound purple book in the Headteacher's room.

When working with children with additional needs in this area, staff will be mindful of any of the children involved and act in line with advice given by external professionals as appropriate.

The following disciplinary steps may be taken:

- Official warnings to cease the inappropriate behaviours/choices
- Exclusion from certain areas of school premises
- In serious cases, fixed term or permanent exclusion will be considered by the Headteacher
- The SENCO is informed of any SEND related bullying incidents.

#### **Use of reasonable force:**

We have members of staff who are trained in 'Positive Handling' where it is deemed necessary.

We follow the guidance set out in '**Use of reasonable force, advice for headteachers, staff and governing bodies**' (DfE July 2013)

'All members of school staff have legal power to use reasonable force' (Section 93, Education and Inspections Act 2006)

Circumstances in which we can use reasonable force are set out in the above document.

If it seemed likely that force might have to be used for the protection of the child or others, the emergency red triangle system would be used to alert the senior leadership of the school and to ensure adequate support for the situation.

#### **If a child chooses to leave the school grounds, staff will act accordingly:**

Should children run away off the premises, do not follow them in the first instance. Watch to see where they are heading; it is usually to a gate and rarely any further. Inform the relevant midday supervisor and a member of the Senior Leadership Team immediately. A child who runs will be encouraged to return to the safety of the building in a gentle and caring manner. On no occasion should the child be chased, as this usually results in them running further away from the safety of the school. The child will subsequently be counselled to discover the reasons for their behaviour and their parents will be informed. If a child is known to have run out of the school grounds, the following course of action will be adopted:

1. The school office will be notified that about the child's actions.



2. Two members of staff (including one member of SMT) will search the locality for the child.
3. The school office will notify parents immediately.
4. If the child is not found within 15 minutes, the office will notify police.