



Diocese of Norwich
St Benet's
Multi Academy Trust

**Flourish and grow with responsibility, respect and
resilience**

'As I have loved you, so you must love one another.'

John 13:34

Harleston C of E Primary Academy

Behaviour Policy

Policy Type:	Academy Policy Local
Approved By:	Governing Body
Date Approved by LGB:	9th January 2020
Review Date:	August 2021
Person Responsible:	Head Teacher

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change
8		Blue behaviours - 'Not practicing good hygiene' added	Aug 2020
8		Red behaviours - 'Spitting/purposefully coughing on somebody' added	Aug 2020
8		When a child needs to be 'removed', they will be removed to the opposing class in their bubble.	Aug 2020
8/9		After-school detentions no longer take place.	Aug 2020
Appendix		Behaviour Policy Addendum added (COVID Rules)	Aug 2020

General Policy Roles and Accountabilities

The Diocese of Norwich St Benet's Multi Academy Trust is accountable for all policies across its Academies. All policies, whether relating to an individual Academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Head Teacher. The Head Teacher of each Academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

Harleston Church of England Primary Academy

Behaviour policy

Aims

The aim of Harleston CofE Primary Academy is for every member of the school community to feel valued and respected and for all persons to be treated fairly. We are a caring community, whose values are built on Christian teaching enabling us to build a family. The academy behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules, but rather to promote positive relationships, so that people can work together with the common purpose of helping everyone to learn and reach their full potential.

Harleston CofE Primary Academy does not tolerate unacceptable behaviour of any kind. If we discover that an act of this kind has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour.

We are committed to:

- Understanding that children's behaviour can change and that given the opportunity, every child can be successful.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Promoting a culture of positive praise and encouragement in which all pupils can flourish and grow.
- Being aware of each child's needs and their individual circumstances to help us to act in the fairest way.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Developing positive relationships with our pupils, parents and community; making everybody feel valued.
- Teaching children to respect the rules and the authority of the academy and the community.

We expect the parents and families of the children in our academy to work closely with us to implement this policy.

Our Academy's vision is for all of our children to „flourish and grow with responsibility, respect and resilience“, which is underpinned by our core Christian values:

- Dignity
- Community
- Hope
- Wisdom

The children and staff are all aware of these values, their theological relevance and their importance. It is then expected that the staff, children and parents will reflect them in all that they do.

Procedures for promoting positive behaviour

We praise and reward children in a variety of ways for good behaviour and for exhibiting the core values in practice:

Classrooms

All classes will dedicate curriculum time to teaching children how to build positive relationships with each other and adults through the teaching of RSHE and in whole school collective worship.

All children are expected to:

- Follow the academy's Christian values
- Follow teacher / TA instructions
- Always try their hardest and have a growth mindset
- Remain in their seats (children must not be out of their seats and moving around the classroom without permission)
- Remain in the classroom (children must not leave the room without permission)

Class teachers are responsible for the behaviour of all children in their class

Classes will follow their own strategies and systems for promoting positive behaviour. Teachers are encouraged to use a variety of strategies through the year to ensure that the approach to behaviour management is fresh and positive, Examples of the systems used are:

- Sticker charts (individual pupils)
- Marble Jar
- Golden time
- Reward boxes
- Sending work to other members of staff
- Special responsibility jobs
- Raffle tickets
- Wow displays in class
- Class Dojo Points

Whole School

Soaring to success certificate *Values Certificate* *Success Trophy* *Lunch-time Cup*

Sportsperson of the week *Active Champion* *Class Dojo*

Parental Contact *Phase Leader Award* *Hot Chocolate with the Head*

Head Teacher's Award *Harleston House Points*

There are also academy-wide schemes which teachers use to ensure that there is a level of consistency as children progress through the academy.

Soaring to success certificate: Teachers are able to reward one child from their class each week for a „soaring to success“ certificate.

Values Certificate: Once every half-term, teachers are able to select one child to receive a „values“ certificate, which rewards children for demonstrating positive behaviours linked to our Christian Value of the term.

Success Trophy: Once every half-term, teachers are able to select one child to receive the „success trophy“, which is rewarded to children who have worked exceptionally hard at any point during the year e.g. by completing an outstanding piece of work, consistently showing exemplary behaviour, making good progress, demonstrating an excellent attitude towards learning both inside and outside of school.

Lunch-time Cup: Once a week, one mid-day supervisor has the opportunity to select a pupil who has shown exemplary behaviour at lunch time.

Sportsperson of the week: Once a week, the Play Leader selects a child who has demonstrated excellent sportsmanship, developed a new skill and/or demonstrated perseverance.

Active Champion: The Play Leader, can select a child who has consistently demonstrated excellent sportsmanship, developed a new skill and/or demonstrated perseverance.

Right Choice Tickets: Any member of staff, visitor or volunteer can award a child with a Right Choice Ticket. These tickets are awarded to children who go above and beyond our school's behavioural expectations.

A phone call home, a Parent Mail Text or a commendation on Tapestry (EYFS): Teachers are able to select any of the above forms of communication to inform parents when their child has displayed positive behaviours.

Phase Leader Commendation: An award presented to a child by their Phase Leader for a variety of positive behaviours e.g. improved behaviour, good progress, positive attitude towards learning etc...

Hot Chocolate with the Head Teacher: Consistent, outstanding and positive behaviour could be rewarded with hot chocolate with the Headteacher.

Head Teacher's Award: The Head Teacher has the ability to hand out a Head Teacher's Award to any child who has displayed exceptional behaviour at any point in the year. This award takes the form of a special pin-badge that can be worn on the academy jumper. The Head Teacher award can also be awarded to adults that have gone above and beyond.

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- Always trying your best
 - Being kind to others
 - Looking after resources
 - Being polite & using your manners
 - Keeping our school tidy (inside & out)
 - Modelling Harleston's values
 - Respecting all adults & children
 - Looking smart and tidy (full uniform)
 - Taking pride in your work
 - Always being honest
 - Having a 'can do' attitude

- Stickers
- Special Badges
- Class Rewards
- Right Choice Tickets
- A phone call home
 - Certificates
 - Trophies
- A Phase Leader Award
- A Head Teacher Award
- Hot Chocolate with the Head Teacher

Procedures for dealing with negative behaviours

It is important to note that teachers should use a range of assertive discipline strategies prior to implementing negative consequences. It is vital the child understands what it is they have done to break a school rule. The adult must discuss/share what has happened with the child and explain why the behaviour is unacceptable.

Consequences

Warn –
(A reminder about behaviour)

Remind –
(Child is moved to another part of the classroom)

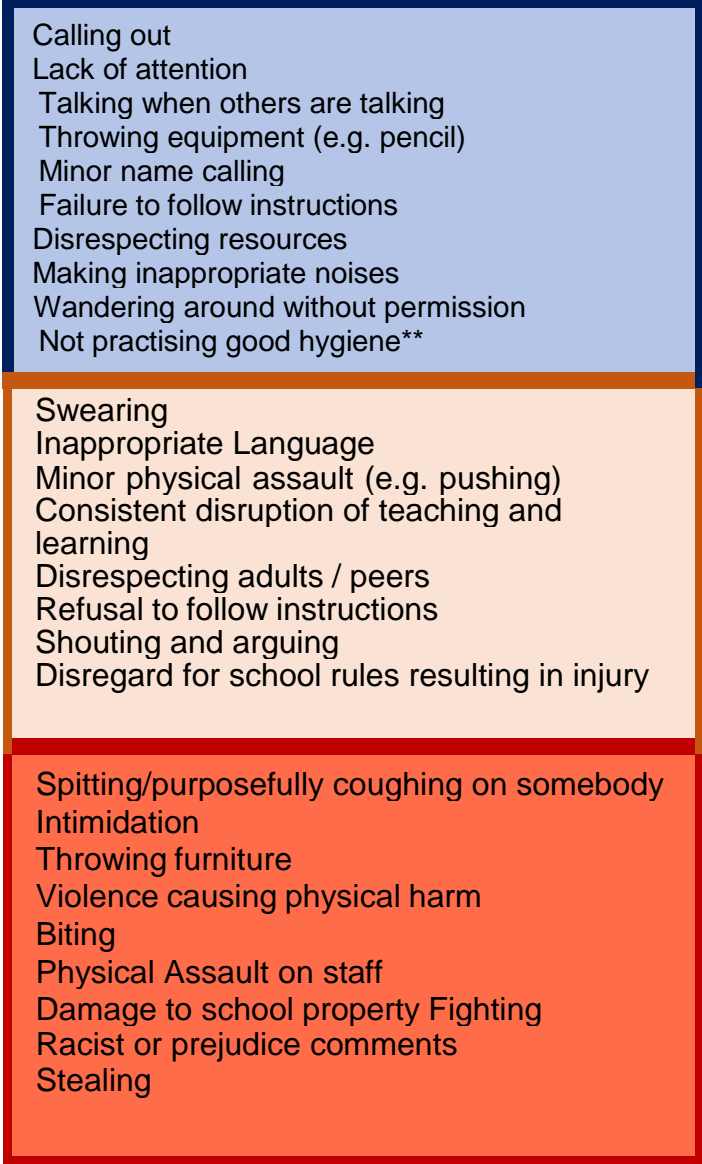
Record –
(Time out in another class*)

Lunch time detention (LTD)

Internal exclusion

External exclusion (Fixed)

Permanent exclusion



Calling out
Lack of attention
Talking when others are talking
Throwing equipment (e.g. pencil)
Minor name calling
Failure to follow instructions
Disrespecting resources
Making inappropriate noises
Wandering around without permission
Not practising good hygiene**

Swearing
Inappropriate Language
Minor physical assault (e.g. pushing)
Consistent disruption of teaching and learning
Disrespecting adults / peers
Refusal to follow instructions
Shouting and arguing
Disregard for school rules resulting in injury

Spitting/purposefully coughing on somebody
Intimidation
Throwing furniture
Violence causing physical harm
Biting
Physical Assault on staff
Damage to school property Fighting
Racist or prejudice comments
Stealing

this is not a definitive list

* When a time out is given, the class teacher will decide on the length of time (up until the end of that lesson), to ensure minimal disruption to teaching and learning. Following a time out, the class teacher or adult issuing the time out, must have a discussion about the child's behaviour about how to move forward and to avoid further consequences (restorative meeting). Time out takes place within their set bubbles with an adult assigned to that bubble (Sept 2020).

** These behaviours must be taught, encouraged and demonstrated by all staff members. Good hygiene practices are outlined in HPA's COVID-19 Risk Assessment.

<p>Lunch-time detention (LTD)</p> <p>Detentions will be supervised by a member of staff from the pupil's 'bubble'. The children will use the time to think about their behaviour choices for an allocated time (15 minutes) and discuss their behaviour with the supervising adult.</p> <p>X3 LTD in a half-term = Behaviour Contract</p>	<p>Internal Exclusion</p> <p>The child will work away from other children and will be supervised by a member of SLT. In order for this to be well managed, the exclusion may not always take place the same day. Internal exclusions can be for either a half or a full day, dependent on the behaviour that has led to the sanction. Parents will be informed.</p>
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Playtimes

The academy's aim of praising positive behaviour will continue at break and lunch times. All Midday Supervisors will be aware of the academy behaviour policy.

Warn

The member of staff will talk to the child explaining **why** their behaviour is unacceptable. They will remind the child of how to play/behave appropriately. This warning should be delivered in a non-threatening, yet firm tone and for smaller children the adult should come down to their eye-level before issuing any warning.

Remind (timeout on the playground)

If following the verbal warning the child's behaviour has not improved or escalates further, they are given a "Time Out". The child will be asked to sit on a bench for 5 minutes. After this time, the MSA will talk to the child to try to identify the cause of the inappropriate behaviour. This incident, where possible, is briefly mentioned to the class teacher at the end of lunch.

Remove

Children will be removed from the playing environment and made to stand next to a MSA for 10 minutes (adhering to social distancing measures). It is the responsibility of the MSA to have a conversation about their behaviour and discuss ways forward to avoid this happening again.

Serious Incidents (Orange or Red Incidents)

If a serious incident (orange or red incident) occurs at break or lunch times, the child will be sent straight to the SLT's Office.

How Midday Supervisors Record Incidents

If a child has been „removed“, the MSA will complete a slip (at the end of their duty), which is then placed into the behaviour tray located in the school office. This is then recorded on Google Docs by a member of the office staff as a „Blue incident“. A child who persistently disobeys rules (minimum 3 times) will be issued with a lunch time detention.

Outside School

Pupils of Harleston CofE Primary Academy are still expected to follow the academy rules when out on a visit. They will be reminded of the expected behaviour and if there are any special rules to be adhered to, these will be made clear to all.

If a child behaves inappropriately on a visit the following steps will be taken:

1. Inappropriate behaviour will be reported to the lead teacher and the child will be given a verbal warning.
2. If the lead teacher thinks it is necessary, the child will be asked to stay with them for the remainder of the visit.
3. If a child has to be spoken to on numerous occasions during a visit, their parents will be spoken to and the SLT will decide if the child can take part in future trips.
4. In extreme cases, where their behaviour threatens the safety of others, the Academy will be contacted to collect the child.

Collective Worship

Children are expected to sit silently in assembly and listen to the member of staff / visitor. If a child behaves inappropriately, including speaking, during assembly time they will be asked to move to the end of their class line. The child will then be required to discuss their poor behaviour choices briefly with the member of staff leading the assembly. The child will then be required to miss five minutes of their playtime. Adults are also expected to be silent during assembly time. This will ensure that the adults are acting as good role models to the children.

Roles & Responsibilities

Head Teacher/SLT

The Head Teacher and members of SLT are responsible for the day-to-day implementation and management of this policy and the procedures of the Academy. Where a negative behaviour is not listed on the pathway, it is the Head Teacher's decision to decide which colour band it falls into.

Phase Leaders

Phase Leaders are responsible for delivering effective behaviour support across their phase, offering the first port of call for behaviour issues deemed beyond the scope of a class teacher.

Other Staff: Class Teachers, Teaching Assistants, Midday Supervisors, Office Staff and volunteers

All staff members and volunteers are responsible for following the policy and ensuring pupils within their class and pupils they come into contact with across the school, do so too. They are responsible for ensuring the policy is implemented fairly and consistently.

Office Administrator

Members of our Office Staff are responsible for recording the daily behaviour incidents, which are reported by MSAs, using the relevant Google Forms. They will also send letters regarding pupil's behaviour to parents via MyEd and record responses.

Lead Behaviour Professional

The behaviour lead has the responsibility of monitoring, analysing and reporting whole school behaviour half-termly to SLT and when appropriate, members of the Governing Board.

Logging and tracking unacceptable behaviour

Google Docs

Google Docs will be used by staff, SLT and the Office Administrators to record and analyse behaviour across the school. Class Teachers are expected to record all „coloured“ incidents (Blue, Orange and Red) using the appropriate Google Doc forms. The Lead Behavioural Professional and/or SLT will monitor the behaviour incidents each half-term and report to Governors when expected.

Recording Blue Incidents

When a child has been warned, moved and removed (followed all 3 steps in the „blue phase“), the class teacher is responsible for logging this using the appropriate Google Doc form. This will enable the school to monitor consistent disruption to teaching and learning (3 blue logs), which would then result in a lunch-time detention.

Detention Logs

When a child receives a lunch-time, a form on Google Docs will be completed by the adult whom has given the detention. The member of staff on 'detention duty' can access the register for that day and identify who is expected and why. This member of staff is expected to record the children"s attendance. A member of the Office Staff will access this register before the end of the school day and send home letters (via the school"s messaging system) to inform parents.

The following actions will be taken when a child receives a detention:

Lunch time detention – A child"s name is logged once/twice .	No further action taken – child is spoken to during the detention by the supervising adult.
Lunch time detention – A child"s name is logged three times	The child will be required to attend a meeting with a member of the pastoral team to discuss their behaviour and parents will be informed that the next step will be a behaviour contract.
If the contract is unsuccessful	Steps will be taken towards exclusion (see section below).

*If the behaviour involved is of a serious nature, certain steps above may be bypassed and the child will be required to go immediately on to a pastoral intervention or an exclusion given. This decision will be made by a member of SLT.

Exclusion

In some cases, the Academy may feel that it is necessary for children to be excluded, either internally, fixed term or permanently. As a nurturing academy, we try to use this as a last resort. Please refer to the Academy's Exclusion Policy for further details.

Steps towards exclusion:

Internal exclusion

Pupils are internally excluded for serious incidents (red behaviours), where it is felt that the threshold for fixed term exclusion has not been met. This may include:

- Spitting/purposefully coughing on somebody
- Intimidation
- Throwing furniture
- Violence causing physical harm
- Biting
- Physical Assault on staff
- Damage to school property
- Fighting
- Racist or prejudice comments

When a child is internally excluded, the parents will be informed. The child will work away from other children and will be supervised by an adult. In order for this to be well managed, the exclusion may not always take place the same day. Internal exclusions can be for either a half or a full day, dependent on the behaviour that has led to the sanction. Parents will be informed.

External fixed-term exclusion

At the Headteacher's discretion, a pupil may receive a fixed term exclusion. The agreed procedures, as set out by the Local Authority and St Benet's Trust, are strictly adhered to. The Chair of Governors is informed if this step is taken.

External permanent exclusion

At the Headteacher's discretion, a pupil may receive a permanent exclusion from the academy. In this case the agreed procedures, as set out by the Local Authority and St Benet's Trust, are strictly adhered to.

Supporting vulnerable children

We are aware that some of our children find school a confusing and difficult place to be. We know that some children find whole class situations difficult and that certain children need differentiated provision in order to achieve. With this in mind, we have a wide-reaching pastoral provision in place to ensure that all children are given every opportunity:

Christian Pastoral Support Worker

Our Pastoral worker is able to work with families and children to ensure there are no barriers to any child's learning and development. Particular interventions and nurture groups are led by our Pastoral worker and a trained teaching assistant. The school is currently offering pastoral interventions for children who find whole class teaching difficult. The intervention will be for a maximum of ten children at any one time and children will attend until appropriate assessments have been made to reintegrate them back into the classroom. The pastoral intervention is an opportunity for highly skilled adults to model positive behaviours and to support children with their holistic development.

Our Pastoral worker can be contacted via the school office at any time.

Children with Special Educational Needs

Staff will monitor patterns of behaviour for all children and if it is suspected or identified that the child has specific additional needs, appropriate action will be taken to implement specific plans and strategies to target their needs:

1. Class teacher identifies needs with Headteacher/SENCo and an Individual plan is written to tackle issues.
2. Advice may be sought to assist the school in devising strategies specific to that child.
3. Parents/Carers will be informed through regular meetings or the use of a home/school book.
4. All staff members, including lunchtime staff, will be made aware of the child's needs.

Communication with Parents

Informing parents/carers

Class teachers will inform parents verbally if they feel their child is at risk of consistently disrupting learning (blue behaviours), which would eventually lead to a lunch-time detention. When a detention is issued, a letter will be sent home to parents (via MyEd) on the day the behaviour incident occurs, clearly outlining the negative behaviour(s) that has taken place. The letter reminds parents that these behaviours are unacceptable and it outlines the academy's procedures. Parents will be required to acknowledge receipt of all behaviour letters and this will be monitored and chased should a reply not be received.

This policy was written in November 2019, shared with Governors, staff, and Parents/Carers.

This policy will be reviewed in 2020 unless government legislation requires an earlier update.

Signed:..... (Headteacher)

Signed (Lead Behaviour Professional)

Signed:..... (Chair of Governors)

Policy updated: August 2020