

## **Harleston Primary Academy Behaviour Policy**

**Sept 2021**

**Policy Type: Academy Local Policy**

**Approved By: Governing Body**

**Date Approved by LGB: 29.9.21**

**Person Responsible: Mark Carlyle (Head of School) & Dan Stagg (Assistant Headteacher)**



### **Aims**

The aim of Harleston C of E Primary Academy is for every member of the academy 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 academy can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We are committed to:

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

### **Roles and Responsibilities**

**Governing Body Responsibilities are:**

- To review the behaviour policy in conjunction with the Head of School/Executive Headteacher and monitor the policy's effectiveness, holding the Head of School/Executive Headteacher to account for its implementation

**Head of School/Executive Headteacher Responsibilities are:**

- To review the behaviour policy in conjunction with the Governing Body and monitor the policy's effectiveness.
- To ensure that the School environment encourages positive behaviour and the staff follow procedures within this policy.
- To ensure that rewards and sanctions are applied consistently.

**The Assistant Headteacher (Behaviour Leader) Responsibilities are:-**

- To track, monitor and report on behaviour and provide data for SLT and Governors
- To coordinate the effective implementation of Harleston Primary Academy Behaviour Policy
- To work directly to monitor and improve pupil engagement and involvement in lessons
- To liaise with parents/carers on behavioural issues in conjunction with relevant staff.
- To provide behavioural support and training to staff through CPD
- To attend risk assessment and review meetings for vulnerable learners Safeguard and promote the general wellbeing and health of individual pupils and of any class or group of pupils

**Staff Responsibilities are:**

- To have high expectations of all children
- To demonstrate the School values at all times
- To treat all children fairly and with respect
- To raise children's self esteem
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a good role model
- To aim to form a good relationship with parents/ carers so that all children can see that the key adults in their lives share a common aim
- To recognise that each child is an individual
- To be aware of individual needs and provide a personalised approach
- To record all behavioural incidents using the School procedure
- To follow individual behaviour plans consistently

**Pupils Responsibilities are:**

- To make good choices at all times
- To follow the HPA Values

Parents/carers are expected to support the school in dealing with misbehaviour. This policy is available on the school website to ensure they have a clear understanding of the school's position.

**School Values**

To ensure all pupils are encouraged to display positive behaviour at Harleston, we have a number of values that reflect our identity as a Church of England school and are at the heart of everything we do. These HPA Values are:-

- **Hope** - Hope inspires us: we believe that anything is possible; we have high aspirations, we are positive and enthusiastic and we want to make things better

- **Perseverance** - Perseverance strengthens us: we are resilient; we work hard, we practise and we learn from our mistakes
- **Wisdom** - Wisdom develops us: we value knowledge; we are independent learners who are responsible for ourselves; we accept challenges and celebrate achievement
- **Love** - Love guides us: we are kind and supportive and we have a love of learning; we are good citizens, who play a positive role in our community
- **Respect** - Respect shapes us: we value ourselves, each other and the world; we celebrate and understand difference
- **Faith** - Faith supports us: we have belief in ourselves and God; we show trust and dedication

The HPA Values are discussed with pupils every week during Collective Worship and are a central part of day to day life around our school. It is important that pupils have a clear idea of what each value means and the responsibility they have as individuals to abide by them. The values are displayed in each classroom so pupils can be reminded of their responsibilities. Children can be praised when they have demonstrated a value; however, when their behaviour falls short of our these values, the issue(s) can be addressed with appropriate sanctions. It is the responsibility of the Class Teacher on the first day of the Autumn term to discuss the HPA Values.

### **Positive Behaviour Management Strategies**

Our Behaviour Policy is a positive approach to ensure effective behaviour management. In all areas of school life, we encourage, reward, praise, celebrate, build self-esteem and self-confidence. We believe this is the key to good behaviour, good learning attitudes and to success in life. High standards should be expected and required, always. We expect all adults who work at Harleston Primary School to support this approach. We support positive behaviour and a positive learning environment by:-

- having a strong set of values that all children and staff follow
- creating a stimulating classroom
- praising positive behaviour
- a fair, consistent approach to behaviour which is adopted by all staff at Harleston Primary Academy
- all staff following agreed codes of behaviour
- all children having a broad and balanced curriculum that is well planned and ensures that is pitched at the correct level of learning
- constructive whole school planning for PSHE
- leading by example, modelling expected behaviour
- having respect for every child as an individual, making every child feel valued
- having a positive and consistent approach to free time in school hours

As staff we use a variety of strategies to encourage positive behaviour; the HPA Values are at the centre of these. The strategies include:

- verbal feedback
- Informing parents of successes
- Immediate verbal praise
- showing and telling good news to each other and about each other
- non-verbal signs e.g. thumbs up, smile

- written comments on pupils' work
- displaying work around the school and through achievement 'Collective Worship' for parents and the community
- showing and sharing pupils' work in a group or as a class
- sharing achievements with other staff
- phone calls to parents or carers
- weekly and termly certificate 'Collective Worship' celebrating the demonstration of school values
- Kindness certificates- 1 child per class is identified each week, by the class teacher, for demonstrating an act of kindness. This is announced in Collective Worship on a Friday - they are then invited by a member of SLT to have lunch with them on the golden table, in the dining hall, during the following week

If a child has a 'Green Week' - where they remain on 'Green' all week - then the child is entered into a class draw at the end of each week. One name is pulled out at the end of each week, per class, and these children will get a collective prize at the end of each half term.

### **Class Dojos**

A strategy that will be used is Class Dojos. Dojos will be linked directly to the school values. Children can be rewarded with a Dojos when any member of staff 'catch them' upholding one of the HPA values. This will send a direct notification to parents who have signed up to alert them to their child's positive behaviour. Staff will share aspects of children's learning on their Dojo page or a child's portfolio, again strengthening the positive links between home and school. When any child reaches a Dojo milestone they are rewarded with a certificate and the child's photo goes on the values board. The certificates are awarded at: 50 - Bronze, 100 - Silver, 150 - Gold, 200 - Platinum. The EYFS Teachers will be using the same strategies in class, however they will be using 'Tapestry'.

### **Traffic Light System**

Every pupil starts each day on 'Green'; all pupils aim to have a green day because 'It is Good to be Green!' The behaviour Chart will be displayed in each classroom, for each pupil. Pupils will have a green day if they follow the HPA Values, but not meeting the expectations set out in our values may lead to consequences. Staff praise children who demonstrate the HPA values. However, if the behaviour continues to deteriorate, the child is given a clear reason when moving to the next stage, for example, "One of our school values is to show respect, but you are continually interrupting our learning, so I will give you a verbal warning' These are the procedures that need to followed in order (more information on the sanction procedure is in the next section):

- **Verbal warning**
- **Turn the Green Card over to the white card**
- **Change the card to an orange card**
- **Change the card to a red card**
- **Blue Card - seek support from SLT (See Serious Incident Section)**
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The procedures and steps for giving out sanctions will be discussed in the next section. Any card movement must be based around the HPA Values.

### Sanctions Procedure

Under the Education Act 2006 schools have a statutory power to impose sanctions. These must be reasonable and proportionate to the circumstances of any given incident. Children should be familiar with our sanctions and know what will happen next if they refuse the sanction or continue with the behaviour. Professional judgement is required when deciding which step best reflects the most suitable sanction, given the behaviour displayed.

Depending on the nature of the offence this may include children going straight to a 'Blue Card' (refer to Serious Incidents section). However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If a child break the HPA Values:

Procedure Steps	Actions
<b>Step 1 (Class Teacher)</b> <b>Verbal Warning</b>	<ul style="list-style-type: none"> <li>- Behaviour Management strategies</li> <li>- Quality First Teaching</li> <li>- Verbal Warning</li> <li>- Reminder of HPA Values</li> </ul>
<b>Step 2 (Class Teacher)</b> <b>White Card</b> <b>Final Warning</b>	<ul style="list-style-type: none"> <li>- Use the phrase ' I have now changed your card to white because.....This is your final warning. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.</li> <li>- Turn the Green Card over to a White Card</li> <li>- Reminder of HPA Values</li> <li>- Quality First Teaching</li> <li>- Use of TA support if available</li> </ul>
<b>NO MORE WARNINGS FROM NOW ON - ACTION TAKEN</b>	
<b>Step 3 (Class Teacher)</b> <b>Orange Card</b>  <b>If the behaviour improves, return to the normal seat. If behaviour worsens or if the child refuses, move to 4.</b>	<ul style="list-style-type: none"> <li>- Child sent to sit on their own in the classroom if appropriate</li> <li>- Change the card to an Orange Card</li> <li>- Ensure the child understands that they can change their behaviour and go back to 'Green'. The child must understand that once on a 'Red Card' they will be on that for the rest of the day.</li> <li>- However, if behaviour improves the child goes back to ' Green'.</li> </ul>
<b>Step 4 (Class Teacher/Pastoral Support Worker/SENCO)</b> <b>Red Card</b>  <b>If behaviour improves, the child stays in class. Strategies implemented to support positive behaviour.</b>	<ul style="list-style-type: none"> <li>- Change the card to a Red Card</li> <li>- Loss of free time (10 mins KS1 and 15 mins KS2) at next available time</li> <li>- Talk through behaviour with the child during free time.</li> <li>- Reminder about HPA Values</li> <li>- Ensure the child understands the consequences if their behaviour does not improve.</li> <li>- Support from Pastoral Support Worker/Assistant Headteacher - Child can be taken out of class for a short 'time out' period to discuss/unpick behaviour if</li> </ul>

<p><b>If not or if the child refuses, move to 5.</b></p>	<p>needed. Role of the Pastoral Support Worker is to support the child to improve their behaviour with the goal of going back into class. Pastoral Support Worker can spend time in class with the child too.</p> <ul style="list-style-type: none"> <li>- Class Teacher to inform parents that they have ended the day on a 'Red Card'</li> <li>- Class Teacher to record 'Red Card' on the Behaviour Incident Log</li> <li>- Assistant Headteacher to add an action on the HPA Behaviour Log.</li> </ul>
<p><b>Step 5 (Pastoral Support Worker/Assistant Headteacher/SENCO) Blue Card</b></p> <p><b>If behaviour improves, the child goes back to class, if appropriate.</b></p> <p><b>If not or if the child refuses, move to step 6.</b></p>	<ul style="list-style-type: none"> <li>- Child escorted by a member of staff, with work, to Behaviour Hub to work with the Pastoral Support Worker</li> <li>- Time out of class in the Behaviour Hub with the Pastoral Support Worker. The aim is for the child to go back into class, once they have demonstrated an improvement in behaviour.</li> <li>- Loss of free time with Assistant Headteacher.</li> <li>- Work with the child on reflection and unpicking behaviour</li> <li>- Up to 30 minutes working alone without causing disturbance</li> <li>- The Assistant Headteacher informed and contacts parents</li> <li>- Meeting with parents arranged - Class Teacher and Assistant Headteacher .</li> <li>- When a child goes back to class, the Pastoral Support Worker can support the child in class.</li> <li>- Recorded on the HPA Behaviour Incident Log as 'Blue Card' by Class Teacher- if the child returns to class.</li> </ul>
<p><b>Step 6 (Head of School/Executive Headteacher) Internal Exclusion</b></p>	<ul style="list-style-type: none"> <li>- Serious Incident Form completed by all staff involved in the incident and given to the Head of School. Decision on Internal exclusion made by Head of School. Incident logged on Serious Incident Log.</li> <li>- See Exclusion section of the policy for guidance</li> <li>- Behaviour Plan/Risk Assessment implemented at this stage</li> <li>- Referrals to outside agencies if appropriate</li> </ul>
<p><b>Step 7 (Head of School/Executive Headteacher) External Exclusion</b></p>	<ul style="list-style-type: none"> <li>- See Exclusion section of the policy for guidance</li> </ul>

### **Behaviour Interventions**

Sometimes some children may be given an 'Red Card 'or Blue Card' on more than one occasion. Ensuring that the HPA Behaviour Log is updated regularly is so important, so that the Assistant Headteacher (Behaviour) can have an overview of any children who need further support. For each incident that is recorded, the Assistant Headteacher will complete a follow up action. For children that have regularly received 'Red Cards' or 'Blue Cards' of the sanctions procedure, further action is required. This will be a collaborative approach with parents and school (Class Teacher, Assistant Headteacher - Behaviour Leader, SENCO, or Pastoral Support Worker). In the first instance, a behaviour plan and risk assessment will be implemented and reviewed regularly.

At Harleston Primary Academy our behaviour plans/risk assessments will focus upon encouraging and reinforcing desirable behaviour. The plan will be reviewed, with the parents, at least every half term. It is the Class Teacher's responsibility to ensure all teachers, teaching assistants and Midday Supervisors are made aware of any behaviour plan which is in place to ensure a unified approach and consistent handling. Information relating to a behaviour plan must be treated as confidential. Any

supply staff working with classes will be made aware of behaviour plans for children within the group they are working. There are some of other actions that might be appropriate to support children who are struggling with behaviour, these will be different for each child:-

- Behaviour Report Card - In Key Stage 1 - a sticker chart may be more appropriate
- FSP (Family Support Process)
- Educational Psychologist
- PSP
- Other professional services such as Social Care, Virtual School or Paediatrician

### **Serious Incidents**

In some cases, a child's behaviour can be so serious that they go straight to a 'Blue Card'. These are 'Blue Card' behaviours. These behaviours include:-

- Seriously injuring another child deliberately
- Extremely violent behaviour / fighting;
- Vandalism
- Leaving the classroom without permission to an unknown location / running away
- Refusing to return to class within a specified time
- Bullying, including cyberbullying, prejudiced-based and discriminatory bullying

These incidents are fully investigated and dealt with by a member of the SLT and will be recorded on the HPA behaviour log and Serious Incident Log. Loss of free time will be with the Assistant Headteacher. Where the incident is found to be of a critical nature, it is handed on to the Head of School/Executive Headteacher. As previously, when a 'Blue Card' is issued parents are informed. Any racist or homophobic incidents are investigated. All racist and homophobic incidents are reported to the governors and recorded in the governing body meeting minutes.

### **Lunchtime**

Where possible, incidents at lunchtime need to be dealt with by the Midday Supervisors and SLT on duty on the playground. The children follow the Harleston Values at all times. If there is a minor incident on the playground, the child(ren) involved may need a 'time out', with an adult, so that they can calm down before joining their peers again. When a 'Blue Card' incident occurs, pupils are sent to the Behaviour Hub to discuss the incident, with the Pastoral Support Worker, and are sometimes sent as a consequence for their actions where they are given the opportunity to calm down and reflect on what went wrong and how they might have acted differently. Sending a child to the Behaviour Hub is the decision of an SLT member on duty. Dealing with a minor incident is the responsibility of the Midday Supervisors and the members of the leadership team on duty. It is the responsibility of Midday Supervisors to give feedback to Class Teachers on any incident which may impact on a pupil's behaviour or learning. The Class Teacher is informed of this daily and it may result in the pupil receiving a change on the traffic light system. Class Teachers make the decision to change cards.

If a pupil is sent to the Behaviour Hub on three different occasions over a half term for serious incidents, such as aggressive behaviour, they will spend their lunchtime with a member of the Leadership Team. If this consequence is ineffective, parents may be informed that their child is excluded from lunchtimes for a fixed period.

### **Inclusion**

The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this policy without prejudice in a consistent, non-judgemental way. If there are children in school with a Special Educational Need, the use of this policy will be adapted if professionals feel that this is necessary. This will be done in partnership with the Assistant Headteacher, Class Teachers and parents. We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and ensure they achieve their full potential. All children should have the opportunity to join with their peers in the curriculum and life of the school. Our behaviour policy aims to support our inclusion policy.

### **Confiscation**

Staff have the right to ask pupils to disclose items in their possession and confiscate any they reasonably believe will be detrimental to good behaviour. Items will be returned to the pupil or their parent/carer or a third party as appropriate at the end of the school day. In some cases, e.g. possession of weapons, drugs, the school will hand the item to the police.

### **Physical Restraint**

In line with the government's policy on the use of reasonable force and physical restraint in schools, it is sometimes necessary for staff to use reasonable force to restrain pupils. These circumstances are listed: a child causing disorder; a child hurting themselves or others; a child damaging property;

Incidents of physical restraint must: Always be used as a last resort; be applied using the minimum amount of force and for the minimum amount of time possible; be used in a way that maintains the safety and dignity of all concerned; never be used as a form of punishment and be recorded and reported to parents.

### **Fixed term and permanent exclusions:**

Fixed term and permanent exclusions will always remain the most serious sanction in the school and be delivered in line with statutory guidance through the DfE policy titled: Exclusion from maintained schools, academies and pupil referral units in England. These sanctions will usually follow a lengthy period of consultation with parents where a child's behaviour has caused concern over a period of time prior to a fixed or permanent exclusion and be a last resort, where there is no alternative that would benefit the child.

Only the Head of School/Executive Headteacher (or the Deputy Head in the Head of School's/Executive Headteacher's absence) has the power to exclude a pupil from school. The Head of School/Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head of School / Executive Headteacher may also exclude a pupil permanently.

If the Head of School/Executive excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Head of School/Executive Headteacher informs the parents that they can, if they wish, appeal against the decision to the governing body.

The Head of School/Executive Headteacher informs the Trust, the LA and the Governing Body about any permanent exclusion, and about any fixed term exclusions beyond five days in one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head of School.



Following a fixed-term exclusion, a reintegration meeting will be held with the pupil and relevant staff to which parents are expected to attend. During this meeting the reintegration form will be completed, the incidents that lead to the exclusion will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting, alternative measures will be taken to assist their full participation.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated. If the governors' appeal panel decides that a pupil should be reinstated, the Head of School/Executive Headteacher must comply with this ruling.

**Monitoring:**

The Head of School, Executive Headteacher and Assistant Headteacher will monitor the effectiveness of this policy on a regular basis. This is reported to the governing body and, if necessary, makes recommendations for further improvements.