



Harwell Community Primary School

Behaviour Policy

Policy Review	Date
Reviewed by SLT	July 2019
Approved by Headteacher Ratified by Full Governing Body	July 2019 22 July 2019
Next review due	Academic year 2020/21

Harwell Community Primary School

Behaviour Policy

School Mission Statement

Happy to Learn

School Vision Statement

At Harwell School we are committed to develop and enable all individuals to reach their full potential and to ensure equal opportunities for all.

Our vision, for our children, is to help them to develop a love of learning, along with the skills and the ways of thinking to excel at whatever they choose to do in the future as embodied by our 4 Rs:

- Respect
- Responsibility
- Resourcefulness
- Resilience

Behaviour Policy Statement

The purpose of the Behaviour policy Statement is to outline the principles and aims of the approach adopted by Harwell School towards achieving the environment outlined in our vision statement. The strategies and routines, which support our policy, are outlined in the appendices.

We believe that children and adults learn and teach to their potential in an atmosphere which is both calm and stimulating, where they and their efforts receive praise and support, their confidence and self-esteem is raised and **respect** and **responsibility** for each other is shared and displayed. Challenges are part of the learning process and we empower children to face these with **resilience** and **resourcefulness** (in line with British values).

Aims of the Behaviour Policy

- To provide a consistent approach to behaviour management
- To summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- To promote, teach and encourage an understanding of the universal values which are fundamental to the dignity and well-being of all and which underpin the ethos of our school. These values include respect, responsibility, resourcefulness and resilience.
- Our approach to behaviour permeates all aspects of school life. Through a consistently positive approach we aim to help pupils to: be kind, be safe and to be their best.

Our school beliefs:

At Harwell, we work to create a positive environment where all children and adults strive to treat one another with respect and courtesy at all times. The opinions of all members of the school, from the youngest child to every adult participant in school life, are valued and welcomed in informing and enhancing our work.

Behaviour is an expression of emotion, which may indicate an unmet need.

- Children who are happy, secure and safe is integral to develop positive learning behaviours.
- Positive learning behaviours enable success.
- Children should be encouraged to reflect on their behaviours and take ownership for their choices, resulting in a sense of empowerment and fairness.
- Good choices are recognised consistently through positive reinforcement, by any adult at any time,
- All adults in school are role models and advocates of our school beliefs.
- Our nurturing school is rooted in mutual respect, utilising Family Links training to ensure meaningful interactions.
- The positive ethos of the classroom and the school creates an atmosphere of mutual respect in which pupils behave appropriately and teaching and learning is leading to achievement and success.

Circle time addresses many aspects of the PSHE curriculum and also offers an effective tool to support staff in promoting pupil self esteem. Golden time is used as both a reward and as a means to further develop a nurturing environment.

We use the language of choice and consequences as outlined in the Family Links Nurturing programme to help children understand the differences between inappropriate and appropriate behaviour and the consequences of choosing to continue with the inappropriate behaviour. The language of choice and consequence is understood and practised by all adults within the school (see appendix 1). Such language should be easily understood by all pupils and so should be adapted to be appropriate to the emotional age of the individual.

Positive strategies in action:

- Purposeful verbal praise and peer to peer praise
- Stickers
- Hot chocolate with the Headteacher
- Regular parent conversations
- Whole class rewards
- Certificates
- Golden time
- Amazing achievements shared with other adults in school
- Additional support, e.g. SENCo, Ed Psych & HSLW

Whole class rewards are earned by any child at any time by modelling good choices. Once earned, these cannot be taken away, e.g. removing a gem from the jar.

Choices that have consequences:

- Stopping others from learning.
- Unkind words and actions that fail to show respect to others.
- Unsafe behaviour, e.g. ignoring safe instructions, leaving safe spaces.
- Disruptive behaviours that prevents the child or others from being their best.
- Hurting hands/actions towards anyone.
- Failure to respect property of the school and of others.
- Unsafe play which endangers the child and/or others.
- Bullying (see Anti-Bullying Policy for further information and guidance).
- Racist, sexist or prejudiced remarks and attitudes.

Every consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships.

5. Consequences

Consequences are incremental (with the exception of behaviours listed below).

- Asked to stop the behaviour
- Choice and consequence (see below and appendix 3)
- Tactical or planned ignoring
- Physical gestures, expressions or glances
- Diversion, such as a new activity (particularly for younger children)
- Time out in class
- Loss of minutes from Golden Time (hurting hands/actions) .
- Time out in another class
- Removal from class with member of SLT (see Positive Handling plan)
- Parents called/meeting with Headteacher

Certain behaviour such as verbal and physical abuse or unsafe actions, is never acceptable and may lead to the bypass of earlier consequences, as listed above. The Harwell School Flow chart provides further guidance for various issues that may arise.

Loss of Golden Time

- increments of 1 - 2 minutes for KS1 , 5 minutes for KS2
- reasons for loss to be recorded on Golden Time register sheet

Playtime Consequences

Poor behaviour with equipment and general disruptive behaviour in the playground will result in a child being removed from the activity and asked to walk around with the adults on duty. The child will be given a clear choice and consequence for continued poor behaviour the following day.

6. Positive Handling

- Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk. (See Positive Handling plan for further information and guidance.)
- Incidents of serious behaviour should be recorded on the school behaviour incident form (see Appendix 4) to monitor any children causing persistent disruption when removal from the classroom or playground may be necessary. In addition, parents may be informed.

7. The role of the class teacher (and support staff, as appropriate)

- Class teachers have high expectations of the children in terms of behaviour.
- The class routines support children's learning and behaviour.
- In their responses to children and their behaviour, teachers aim to meet the needs of the individual children while giving consideration and being aware of the needs of the class as a whole and of the school.
- They consistently follow the steps of the behaviour policy/Harwell School Flowchart.
- Staff listen to, respect and empathise with children – e.g. 'I can see that you are upset.'
- Staff are consistent and fair in their approach.
- They are good role models for the children.
- They approach potential conflict situations calmly with a firm but quiet voice.
- Class teachers record incidents of inappropriate behaviour (On Cpoms or Appendix 2 if unavailable) and keep a record of recurring behaviour patterns in the Behaviour Log (kept in the classroom Safeguarding folders).
- The class teacher sets and reviews behaviour targets for children where appropriate.
- The class teacher liaises with internal and external support agencies to seek support and guidance in the progress of individual children, where appropriate.
- The class teacher reports to parents about the progress of each child in their class, in line with the school's procedures. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

8. The role of the Headteacher

- It is the responsibility of the headteacher to implement this policy consistently throughout the school and report the effectiveness of the policy to governors, when requested. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher supports staff implementation of the policy.
- The headteacher keeps records of all reported serious incidents of inappropriate behaviour.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour (breaches of the behaviour policy), the headteacher may permanently exclude a child.
- The headteacher is responsible for informing Governors of exclusions.

- The headteacher is responsible for reviewing and approving this behaviour policy.

9. The role of parents/carers

- Harwell school works collaboratively with parents, so children receive consistent messages about positive learning behaviours.
- The school ethos and expectations are outlined in the School brochure/website. We encourage parents to read these and appreciate their support.
- Parental support of their children's learning is vital and is appreciated. We aim to build constructive dialogue between home and school. We appreciate parents informing the school of any home circumstances which could affect children while they are in school.
- We appreciate parental support when reasonable actions are taken to foster positive learning behaviours. If a parent has any concerns they should initially contact the class teacher. If concerns continue then an appointment can be arranged with the Assistant Headteacher and following this, the Headteacher (as outlined in the school's complaints policy).

10. The role of governors

- The governing body is responsible for reviewing and approving the written statement of behaviour principles
- The governing body has the responsibility of setting down these general guidelines on addressing and supporting standards of discipline and behaviour in our school and of reviewing their effectiveness holding the headteacher to account for its implementation.
- The headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

11. Fixed-term and permanent exclusions

- Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, question the decision through the governing body. The school informs the parents how to take this action. Where there is a legal requirement for the governing body to consider the exclusion, parents have a right to:
 - Attend a meeting
 - Be represented at this meeting (at their own expense)
 - Bring a friend
- The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- The governing body has an appeals panel which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors; they

consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated

- If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

12. Monitoring

- The headteacher monitors the effectiveness of this policy on a regular basis and reports his conclusions to the Governing Body.
- Behaviour incidents are recorded and kept by the school. The class teacher records minor classroom incidents. The headteacher records incidents where a child is sent to him on account of poor choices.
- Incidents that occur during break or lunch times are recorded and reported: lunchtime supervisors give written details of any incident to the relevant class teacher.
- The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the Governing Body to monitor the frequency of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

13. Review

The Headteacher reviews and approves this policy on an annual basis but may be asked to review the policy earlier than this; if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Appendix 1

Choices and consequences script

[Name], I'm going to give you a choice.

You can [state desired behaviour].....or you can [state poor choice].

If you choose to then you can/will be able to.....

If you choose to then

What is your choice?

Give the child time to think and then ask what their decision is. When the child makes the choice to stop the poor behaviour, praise him/her for doing so, making it clear what you are pleased with.

Look for opportunities for further praise at a different point.

Appendix 2 (to be used if CPOMS is not available)

Harwell Community Primary School Behaviour Incident Sheet

Name of child:	Date:	Time:
Place:	Adults present:	Other children involved:
Details of incident: What happened before the behaviour occurred? (Antecedent)		What did the child do? (Behaviour)
Have all people involved been checked for injuries? (Visually, where possible, and verbally)		Details
School Rule broken: <ul style="list-style-type: none"> • <i>Speak and listen to everyone carefully</i> • <i>Move safely around our school</i> <ul style="list-style-type: none"> • <i>Always try your best</i> • <i>Respect people and property</i> • <i>To follow instructions straight away</i> 		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(Consequence) What happened next? How was the incident resolved?		Which behaviour strategy was put in place?
(Deliberation) What might the child have been seeking through this behaviour? What about the situation might have contributed to the behaviour? What could I change to make this kind of situation more manageable for the child?		Class staff informed? Yes /No
Signature of reporting adult		
Signature of HT/CT		

Please give a copy of this form to the child's class teacher