



HARVEY ROAD PRIMARY SCHOOL

BEHAVIOUR POLICY

Under the Children Act 1989 behaviour becomes a concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Poor behaviour is where an individual or group intentionally hurts another individual or group either physically or emotionally.

1. Aims of the Policy

- to develop frameworks within which initiative, morality, responsibility and sound relationships can flourish
- to enable children to develop a sense of self worth and a respect and tolerance for others
- to produce an environment in which children feel safe, secure and respected

2. Objectives

2.1 For children to show:

- self confidence
- self control
- sensitivity and consideration for others
- a pride in themselves and their school
- an interest in their activities
- respect for others in school and the wider community

2.2 For children to develop:

- responsibility for their learning and their environment
- an independence of mind
- a sense of fairness and effort children put into their life in school
- an understanding of the need for rules
- a consistent approach to tasks
- an interest and understanding for others' ways of life and different opinions
- an acceptable response to bullying and abuse
- positive attitudes to all members of the community
- Resilience, Reflectiveness, Readiness and Resourcefulness (4 R's)

3. Implementation

3.1 Staff

All staff:

- will follow the whole school policy on dealing with behaviour
- to take responsibility for not only all children in the class but also every child in the school will treat all children **equally**, irrespective of gender, race, religion, beliefs, disability and ability
- play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour
- have a responsibility to model the type of behaviour felt to be acceptable
- will be alert to signs of bullying and will deal firmly with bullying and will alert other staff to such problems
- will deal sensitively with children in distress, will listen to them and deal with any incident appropriately
- will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties

If appropriate, members of the school staff may search a pupil or pupils to ensure that children are kept safe and school policies are upheld.

3.2 **Children**

- children's achievements, academic or otherwise, will be recognised as the greater the effort the greater the achievement
- rewards will be accessible to all children
- assembly will be used as an opportunity to acknowledge achievements and to foster a sense of community and celebrate diversity and success
- children will be encouraged to share their achievement with a senior member of staff, their parents and other children
- examples of children's work and achievements will be displayed in the classrooms and around the school

4. **Unacceptable Behaviour**

- Lack of respect
- Refusal to comply with adult requests
- disobedience
- biting, spitting, hitting and kicking
- foul language, inappropriate sign language and swearing
- making unkind remarks
- damaging property
- answering back, rudeness or aggression to adult
- stealing
- truancy
- racist or sexist comments, gangs and bullying
- exclusion of other children
- harassment
- victimisation/leaving people out
- Rough games/excessive physical contact

Temper tantrums and physical disputes must be dealt with and children restrained if necessary in accordance with LA Guidance.¹

5. **Sanctions**

A quiet, firm reprimand from a member of staff is expected to be sufficient to correct errant behaviour. However if this fails to correct the behaviour of a child the following procedures may be adopted:

5.1 **In the classroom**

- time out - removal from the scene of an incident. This may mean working at a different place, working outside the classroom, working in another classroom by arrangement with the class teacher, working in the dining room;
- loss of Golden Time (see appendix)
- children who lose their Golden Time do not take part in any activities for their allotted time – either in the class or under the supervision of the Headteacher.
- sent to the dining room for a 'Working Break' (see appendix)

5.2 **In the playground**

- verbal warning given for any playground rules which are broken

¹ Framework for the use of Physical Intervention in Hertfordshire Schools

- Playground staff to take responsibility for ensuring children's behaviour is appropriate and to use positive strategies whenever possible to ensure this. (This should include applying skills learnt through training as well as supporting children in their play)
- Referrals by playground staff to teachers should be made whenever the situation is deemed serious enough. This should include factual information that the teacher will then follow up according to the merits of each situation.

When necessary, a record will be kept of a child's misbehaviour that will be written in the class 'Incident File'. This file will be located in each classroom and the Headteacher will review it regularly.

5.3 **Outside of School**

Where relationships within school are adversely affected by events outside of school, the school may take steps to intervene, investigate and resolve matters.

- 5.4 For persistent examples of bad behaviour, staff will need to identify proactive strategies for educating the child, to try and eradicate that behaviour through the possible involvement of appropriate external agencies such as Education Support Centre, Behaviour Support Team or the Educational Psychologist.

Bad behaviour may relate to

- racism
- sexism and sexual orientation
- gender and gender reorientation
- physical appearance
- disabilities
- religion or beliefs
- background

Persistent inappropriate behaviour may result in exclusion from the right to represent the school - this sanction should only be used rarely, parents will be informed

- letter/telephone call to parent from the Headteacher
- meeting with parent(s)
- other sanctions following discussion between parents, class teacher and Headteacher
- establishment of a system to monitor behaviour

6. **Rewards**

6.1 **In the classroom**

- praise from staff
- responsibilities given
- time in the classroom when good work and good behaviour are acknowledged (e.g Circle Time - see appendix)
- showing good work to Headteacher
- showing good work in school assembly
- merit stickers - individual staff may wish to award stars for good work or behaviour and do so at their discretion
- a merit award on the child's own merit card (Class 1 and above). Three merit awards lead to a Headteacher's Certificate, presented in assembly
- Golden Time
- Class strategies designed to increase motivation and recognition of effort

6.2 **In the playground**

- Merits can be given for particularly commendable behaviour.
- Stickers can be given for manners or eating everything on the child's plate
- Positive comments should be passed to teachers as frequently as possible.

7. Parents

7.1 Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The school expects that parents will give their full support in dealing with their child's behaviour.

Parents are expected to act as a positive role model for behaviour and we recognise that they play a vital role in encouraging children to behave positively. Parents should encourage their child not to behave in such a way that could place him/her and/or other children's safety at risk.

7.2 We ask parents:

- to keep us informed of behaviour difficulties they may be experiencing at home or at school
- inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family
- inform us about their child's ill health and any absences connected with it.

7.3 The school will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school
- giving parents regular constructive and positive comment on their child's work and behaviour
- encouraging parents to come into school on occasions other than parents' evenings
- keeping parents informed of school activities by letter, newsletter, blogs etc
- involving parents at an early stage in any disciplinary problems.

8. Other Agencies

Full use will be made of such agencies as Education Welfare, Social Services, Health Services, Behaviour Support Team, Educational Psychologist etc. when appropriate

9. Police

Value is placed on good relationship with the police and liaison is encouraged. With parental permission, police may sometimes be used to support behaviour management strategies. All criminal activities will be reported to the police

10. Care of school premises and sites

Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.

- staff display children's work to a high standard
- the building is expected to be kept clean and tidy
- the grounds are expected to be kept litter free and the plants well maintained.

11. Use of Physical Restraint

At Harvey Road School physical restraint will only be used as a last resort where other interventions have not worked. The 1996 Education Act permits the use of reasonable force to restrain a pupil in the event of extreme behaviour. Any physical restraint used will always be the minimum necessary to achieve the desired result. Please refer to the Physical Intervention policy for further information.

12. School Council

The School Council will give pupils and staff the opportunity to discuss any issues arising from children's behaviour in school or on the playground (see PSHE policy). The School Council will review the Behaviour Policy whenever it is appropriate

13. Monitoring behaviour

Records will be kept relating to behaviour incidents and concerns which the Headteacher will monitor. The Headteacher will produce an annual report to the Governing Body detailing the number of incidences of bad behaviour recorded including racial abuse.

This policy will be reviewed every four years.

N Rowlands

Headteacher

Date of review: June 2015

Date approved by Governing Body: October 2015

Appendix One

1.1 Working Break

A Working Break detention (for Year 2 and KS2 children only) involves the forfeit of a morning playtime for any child whose misdemeanour is relatively serious, persistent or is in any way anti-social. This can also include children who have not had their homework diaries signed or not completed work at an acceptable rate or standard in class. All teachers use a rota to supervise such sessions and record those children who have attended in the Working Break Book. The Headteacher will monitor this book from time to time and will interview children if they have been entered three times in a term. Parents may be involved in supporting any follow up strategies that may be required.

1.1.1 Behaviour Log

A 'Behaviour Log' is issued to a child, whose persistently unacceptable behaviour has failed to modify after previous sanctions have been attempted and after full consultation with the Headteacher and parents. The Behaviour Log' is a daily record of conduct, one entry per session (including break times), which the child has to receive from the appropriate member of staff. The child has to present the Behaviour Log to the Headteacher either daily, or every Friday afternoon for comment and then take it home for parental consultation. The length of time involved is unlimited and will depend on the child's response and progress. The Behaviour Log will become part of the child's record and if necessary, be used as evidence in support of a referral being made to any outside agencies. Any additional information that has been kept by staff may also be used to support further actions.

1.1.2 Circle Time

Circle time is a regular time when the class gathers together to share news, discuss matters of interest/concern, consider rules/codes of behaviour etc., give opportunities for individuals or groups to celebrate successes or make complaints. This is part of (Personal, Social and Health Education) PSHE.

House Points

House points are given to children due to their effort in achieving or supporting something. Weekly rosettes are given to the House with the most number of points while the House with the most number of points over a half term will be awarded a trophy. Further details can be found in the House Point guidelines.

School Trophies

Harvey Road School have a number of different trophies that are awarded each term. These help to celebrate children's positive role within the school and the impact they have made.

Golden Time

All classes have 20 minutes of Golden Time. The children decide how this time is to be spent in consultation with the Class teacher. Children lose 5 minutes of Golden Time for errant behaviour in the classroom/or the playground.

1.1.3 Rules

At the beginning of the academic year each class will collectively agree a set of **Class Rules** which are then displayed in the room. If appropriate, these may be reviewed during the year.

Harvey Road School Golden Rules

These rules, as agreed by the School Council, are as follows:

Be Honest	Look after property
Listen to people	Be kind and helpful
Be gentle	Work hard

These rules are also displayed in the Headteacher's office and around the school.

Lunchtime Rules are displayed in the dining room. **Playground Rules** are displayed on windows that face the playgrounds.