

# **Harewood Primary School**

## **Behaviour Policy**

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### **To be read in conjunction with Harewood Primary School Anti Bullying Policy**

#### **Statement of Intent**

Harewood Primary School is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We actively promote a range of values through our environment and the relationships we foster; equality, fairness, honesty, trust and respect. We aim to ensure all children develop self-esteem and self-discipline as well as respect and consideration for others. We believe in a positive, productive relationship between home, school and the community. Our aim is to provide an enriched and stimulating curriculum that motivates children to develop all aspects of themselves as learners. We strive for the highest possible standards of achievement for all children.

#### **Consistency**

We must be consistent in the messages we convey about what behaviour is acceptable. A consistent approach enables staff and children to be clear about the response certain behaviours will receive. The boundaries of acceptable behaviour are apparent to all. However, any approach to behaviour should contain a degree of flexibility, as too rigid a policy cannot be adapted to meet the particular needs of specific behaviours.

#### **Quality of Teaching**

Well planned, differentiated work that meets the different learning styles of children is an important factor in behaviour management. Classrooms and general school areas should be attractive and well-cared for to reflect high standards expected of children. Staff will have high expectations of learning and behaviour, while children are encouraged to achieve their very best.

#### **Systems to promote good behaviour**

##### **Positive reward systems**

Our policy is based on positive rewards and praise. We believe that children should be awarded for academic achievement and good behaviour. This is reflected in the marking of work using positive comments. Staff will look for and reward good behaviour. Termly reports to parents provide a behaviour and effort grade.

##### **Marvellous Me**

Marvellous Me has been introduced to promote a close partnership between school and home. When children are recognised for good behaviour they are awarded a badge which is automatically sent to a parent or carer's email address. Badges are an individual award system through which all children can achieve success. They are awarded for good work, behaviour and effort. Children with the most badges are recognised in a weekly assembly. This system motivates all children to keep trying and praises individual success.

##### **Foundation Stage**

Children in Foundation Stage are also awarded stickers for good work, behaviour and effort. This provides children with an instant visual reward. Lucky dip prizes are an additional award for praising individual success.

### **Playground behaviour**

Playtimes will be used as opportunities to extend social skills and develop independence and responsibilities. Teachers and teaching assistants organise a range of structured games and activities, which all children can participate in.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Children experiencing mental health difficulties are identified and appropriate support is provided. They have an individual behaviour plan with strategies identified.

Children demonstrating emotional difficulties and challenging behaviour are assessed through completion of The Boxall Profile. This allows the structured assessment of the developmental progress of children's behaviour. This is completed by the teacher and then analysed to identify any consistent causes of behaviour patterns. Beyond the Boxall Profile is then used to identify strategies and resources to be used on an IBP.

If Special Educational Needs are identified a meeting is arranged with parents to discuss assessments, individual behaviour plans and any specialist assessments which may be necessary. If a parent/carer has any concerns about their child's progress and feels that they aren't making progress they can talk to the class teacher and Mrs Dawson (School's Special Needs Coordinator).

### **Strategies for dealing with inappropriate behaviour**

#### **Restorative Practice**

School has developed the use of Restorative Practice as part of behaviour management. Teachers use CPOMS to become familiar with those children whose behaviour is repeatedly causing concern to others and where strategies have not effected any change. Questioning, which requires reflection, is used and a reparative focus is built into the outcome. The wronged child is included in the outcome and where appropriate the class or a group is part of the conversation. The focus is on repairing relationships to reduce repeated incidents rather than purely punishing the perpetrator. Time is built into the organisation of the day to enable restorative conversations to occur.

#### **Sanctions**

A verbal reminder can be given immediately, to remind children of expected behaviours. Privileges can be withdrawn.

#### **Monitoring behaviour**

All incidents of inappropriate behaviour are recorded on CPOMS. This identifies who was involved; where and when it happened; and actions taken. CPOMS is then monitored by the Class teacher to identify any children who are repeatedly involved in inappropriate behaviour or any patterns of behaviour across school.

#### **Internal exclusion**

At times, when all other strategies have been exhausted, a child may need to be removed from the class for a fixed period of time; this period will be the minimum possible. Parents will be informed by phone or in person at the end of the school day. The child may work in the Head teacher's office or at a table in another

classroom. They will be supervised by a member of staff and will complete work to address individual behaviour issues.

### **Education off Site**

Sometimes it is necessary to break the cycle of negative behaviour by educating a child away from the school site in a neutral venue. Mandale Mill Primary School work in partnership with us to provide a safe space where behaviour issues can be discussed and problems resolved. Parents and carers are asked to transport their child to and from this alternative site.

### **Exclusion**

Extreme behaviour which threatens the safety and well-being of themselves or others may require a period of exclusion.

### **Pupil Referral Unit**

If all strategies to manage and modify a child's behaviour are unsuccessful then an application will be made to a Pupil Referral Unit. Pupils are taken by taxi to the unit and specialists in behaviour management will assess their needs and implement a programme of support prior to reintegration.

### **Lunchtime Supervision**

Each class has a Teaching Assistant responsible for behaviour over the lunchtime period. There are also Lunchtime Supervisors attached to each year group who work alongside the Teaching Assistants. Any incidents that occur at lunchtime are logged and shared with the class teacher at the start of the afternoon lessons. Significant incidents are shared with parents and carers at home time.

### **Special Needs**

Children who demonstrate continual behavioural, emotional or social difficulties are placed on the Special Educational Needs register. They will have an Individual Behaviour Plan (IBP), which identifies specific areas of concern and outlines targets and strategies to support the child. IBP's are reviewed with the child and parents on a termly basis.

The LBP works closely with staff, to identify children who need support, additional to that provided by individual behaviour modification programmes within school.

### **Outside Agencies**

We access specialist support through a number of agencies and following consultation with carers/ parents.

Educational Psychologist

Kate Dawson (SENCO) manages referrals to the Educational Psychologist.

Family Support Worker or Parenting Classes

Louise Anderson (Parent Support Advisor) can initiate a referral through using a Common Assessment Framework.

### **CAMHS.**

Children with significant mental health issues can be referred by a GP to CAMHS. Permission to share information between agencies will be sought from parents and carers and when this is given it enables professionals to work together more effectively.

### **Therapy**

A therapist works in school to support children with emotional and behavioural issues. Kate Dawson (SENCO) or Louise Anderson (PSA) can arrange a referral for this service.

## **PSHE**

We aim to help children understand why certain behaviours are acceptable and others are not. Children are taught an emotional vocabulary so they can develop the language skills to help them recognise and understand their own and other's feelings. They will be given a framework for resolving difficulties constructively and taught social skills such as sharing, turn-taking, listening, giving and receiving compliments and criticism. This is done throughout the curriculum.

## **Nurture Groups and School Council**

All children at our school are encouraged to take responsibility for their behaviour and learning. Children are involved in consultation about behaviour in their classrooms and the school in general through regular Nurture Groups.

## **Governors**

Child representatives are chosen following each Nurture Group; they attend a School Council meeting with a Governor and this informs the School Council Report for the Governing Body.

## **Parents and Carers**

A positive partnership between home and school is invaluable. Parents are involved in all stages of decision-making and their views listened to and considered. Our parent support advisors, Louise Anderson and Marcus Ciccone work very closely with the parents of children who are experiencing behavioural, emotional and social difficulties.

## **Review and monitoring**

The school will review this policy annually and assess its effectiveness in school.

Reviewed: September 2018

Next Review: September 2019