

Harewood Primary School

Behaviour Policy

Adopted by Governors on _____

Signed _____ (Head teacher)

_____ (Chair of Committee)

Date _____

Review Date: _____

Harewood Primary School Behaviour Policy

To be read in conjunction with Harewood Primary School:

Anti Bullying Policy

Child Protection Policy

E Safety Policy

Peer on Peer Abuse Policy

Sexting Policy

Use of Reasonable Force Guidance 2018

Sexual Violence and sexual harassment between children in school Advice (DofE)

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 rewarded 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 are used as an opportunity 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).

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.

Management of Procedures.

- SEND is an agenda item in each team meeting. Copies of IBP's are distributed to each member of the year group with a role in teaching the pupil. Current IBP's are kept in the teachers planning file or accessed in the Shared work area under SEND.
- Reviews are carried out by the teacher most relevant to the child's needs.
- Children with high needs funding or an EHCP, have a termly costed provision map to outline how support is allocated and funding is used.

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.

Restraint

Some members of staff are trained to use Team Teach. A key element within this is de-escalation. When this has not worked or when the child, children or staff are not safe, it may be necessary to physically restrain pupils for their own and others safety.

The Education and Inspections Act 2006 determines the right of school staff to use such force as is reasonable in the circumstances to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is for school staff to determine where force should be used, dependent on individual circumstances. Such situations might include:

- preventing a pupil attacking a member of staff or another pupil
- restrain a pupil at risk of harming themselves
- remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so.

The right to use force is for all teachers and teaching assistants.

It is the practice of the school (and Stockton Local Children's Board Policy) to inform parents where physical force has been used and for incidents to be recorded and a copy sent to the Local Authority.

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, the SEN Room or the Lowry Room 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 called a fixed term exclusion – FTE.

Pupil Referral Unit

If all strategies to manage and modify a child's behaviour are unsuccessful then an application will be made to the Pupil Referral Unit: Bishopton PRU. 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.

Permanent exclusion

If behaviour cannot be managed using all the strategies outlined and the risk of harm to themselves, other children and staff is assessed as too great then a child may be permanently excluded from school. The LA must be informed and parents / carers have a right of appeal to the Governing Body if they wish.

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.

Arrangements are made for children to eat in the classroom if they have difficulties eating in the school hall. This may be because of sensory difficulties, such as noise or the size of the room, or mixing with children and staff who they don't usually come into contact with.

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.

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. Parents are consulted when a pupil is placed on the SEND register and are invited to reviews on a termly basis. As co-educators of children, their views are sought and valued and they have an important role to play in supporting IBP's with work at home. Their views are written on IBP's at the termly reviews. A copy of the IBP is provided following the review. Parents are invited to meet teachers from outside agencies to discuss their child.

Pupil Participation

Pupils will be encouraged to participate in setting their own targets for their IBP, in agreeing and implementing appropriate strategies, and evaluating the outcomes. Pupils are invited to IBP review meetings and their views will be recorded on the IBP. They will be given the opportunity to contribute to the annual review process.

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 and Marcus Ciccone (Parent Support Advisors) can initiate a referral through Early Help.

Enhanced Mainstream School (EMS)

Support from an EMS for Social Emotional and Mental Health difficulties (SEMH) can be accessed via an application to the One Point Panel. Primary EMS for SEMH are St Paul's RC Primary School in Billingham and St Mark's C of E Primary School in Stockton.

Within each EMS there are staff who will have the appropriate qualifications and/or experience to:

- Undertake specialist assessments of the child to accurately identify need, inform teaching and learning strategies and monitor progress
- Deliver training and advise mainstream colleagues on pupil need and teaching and learning strategies and monitor progress
- Understand the social emotional impact of the particular area of need
- Advise on strategies to build self-esteem, resilience and develop social skills, friendships and independence

For the placement to be considered, the child needs:

- to be either going through statutory assessment OR have an EHCP (the pupil will be dual registered until the EHCP is finalised)
- Have previously accessed support and guidance from the EMS to enable the home school to include and meet need
- Each pupil who is being offered a placement (In-Reach, dual registration or placement in EMS) will receive a bespoke transition plan (with timescales) with the agreement to offer a place

CAMHS.

Children with significant mental health issues can be referred by a parent, school, EP or 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.

Therapeutic Coach

Jamie Kelly is a children's therapeutic coach who works with children, in year 4 and above, to develop strategies to cope with emotional and behavioural issues such as anxiety, anger, confidence and self-esteem. Mrs Conway, Kate Dawson (SENCO) or Louise Anderson (PSA) can arrange a referral for this service.

Health & Safety

Pupils with SEMH are closely supervised especially at playtime or lunchtime. These children would not be taken out of school if they posed a risk to themselves or others.

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. 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.

Transition

Careful transition is planned between year groups, Key Stages and different schools. The needs of children with SEMH difficulties are discussed prior to transition to their next year group with both the child's current and next teacher. Provision and interventions are identified to meet these needs and IBP's are written. The needs and requirements of children transferring from KS2 to KS3 are identified on the

Transition spreadsheet and discussed with the SENCO of their new school. Children who require additional High Needs Funding to support transition are identified and an application is made by the SENCO. Transition Guarantee plans are written for all children who have an EHCP or who have accessed High Needs Funding. These are discussed at their transition review – a meeting between Harewood Primary, their chosen Secondary School and parents.

Role of the Governing Body

This policy is the responsibility of the governing body. A Special Needs Governor, Elaine Pugh, has been appointed to work closely with school to ensure the policy is implemented. The Governing Body involves other bodies, including health and social service bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

Review and monitoring

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

Reviewed: October 2020

Next Review: October 2021