

# 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

Online Safety policy

Internet access protocol

Child Protection and Safeguarding 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)

Stockton SEND Local Offer

<https://www.stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page?localofferchannel=0>

Harewood Primary School SEND Information Local Offer

<https://www.harewoodprimary.org.uk/send/>

### **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.

### **Social, emotional and mental health difficulties (SEMH)**

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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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 a SEND support plan for Social, Emotional and Mental Health (SEMH) with strategies identified.

### **Assessment**

Outside agencies work closely with staff to undertake regular assessment and offer specialist advice and support to staff. They also work directly with children.

### **Boxall Profile**

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 a SEND support plan.

### **V-SEND tool**

The V-SEND tool is used to develop a single, rounded picture of the needs of children and the support they need to succeed and prosper within and outside of their education.

### **Educational Psychologist**

Referral to an Educational Psychologist can be made by school if more specialist assessment is required. The Psychologist will consult with school and parents; observe the child and carry out individual assessment.

### **CAMHS (Children and Adult Mental Health Services)**

A referral can be made by School, the Educational Psychologist or the child's GP if assessment by CAMHS is required.

### **Neurodevelopment (ASD and ADHD) Pathway**

A referral can be made by school, in conjunction with parent/carers, if a child has signs of ASD or ADHD.

### **Thrive assessment**

We organise Thrive assessments for children with social, emotional and mental health difficulties and those who display challenging behaviours.

### **Sunflower Sensory Service**

A referral can be made to the Sunflower Sensory Service for the Sunflower parent-training programme, to provide strategies for children experiencing sensory integration difficulties.

If Special Educational Needs are identified, a meeting is arranged with parents to discuss assessments, SEND support 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 SENDCO).

### **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.

### **SEND support in schools**

Where a pupil is identified as having SEND, Harewood Primary School will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle – **assess, plan, do, review**, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

### **(Special educational needs and disability code of practice: 0 to 25 years – June 2014)**

#### **Education Health Care Plan**

For a few pupils the help given through SEND Support may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for school, in consultation with the parents and any external agencies already involved, asking the LA to initiate an Education Health Care Plan.

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

#### **School rules**

School has four simple school rules:

Children should be:

Respectful

Safe

Caring

Ready

These are displayed in every classroom and discussed regularly.

#### **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. This can take the form of a visual reward system such as gold coins or stickers. 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. This system motivates all children to keep trying and praises individual success.

#### **Star of the week**

Each class has a weekly star of the week. They are chosen for good behaviour, hard work and effort, good attitude and excellent work.

#### **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.

### **SEN Resource Room**

A SEN resource room provides a central base for SEN resources and a place for specialist SEN agencies to assess and work with children.

### **Equine Therapy**

An equine therapist works with children with social, emotional and mental health difficulties.

### **Play Therapist**

A play therapist works with children who have experienced trauma or who have had play therapy identified by other agencies.

### **Thrive**

We deliver Thrive strategies alongside the LA's specialist SEN HLTA for children with social, emotional and mental health difficulties and those who display challenging behaviours.

### **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.

### **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.

#### **Reasonable force / Restraint**

A key element within our behaviour policy is de-escalation. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to

safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

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.

### **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 social, emotional, mental health or behavioural difficulties are placed on the Special Educational Needs register. They will have a SEND support plan, which identifies specific areas of concern and outlines targets and strategies to support the child. SEND support plans are reviewed with the child and parents on a termly basis. Children with high needs funding or an EHCP, have a termly costed provision map to outline how support is allocated and funding is used. SEND is an agenda item in each team meeting. Copies of SEND Support plans are shared with each member of the year group with a role in teaching the pupil. Current SEND Support plans are accessed in 07.SEN. Reviews are carried out by the teacher most relevant to the child's needs.

The SENDCO works closely with staff, to identify children who need additional support 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 advisor, Louise Anderson, works very closely with the parents of children who are experiencing social, emotional, mental health or behavioural 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 SEND support plans with work at home. Their views are written on SEND support plans at the termly reviews. A copy of the SEND support plans 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 SEND support plans, in agreeing and implementing appropriate strategies, and evaluating the outcomes. Pupils are invited to SEND support plans review meetings and their views will be recorded on the SEND support plan. 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 (SENDCO) manages referrals to the Educational Psychologist.

### **Family Support Worker or Parenting Classes**

Louise Anderson (Parent Support Advisor) 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 Heywood, 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.



### **PSRHE**

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 during assembly, in a weekly PSRHE lesson and throughout the curriculum.

### **Pupil Voice**

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. Child representatives are chosen to 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 SEND support plans 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 SENDCO. 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: September 2021

Next Review: September 2022