



Reviewed by SLT	April 2024
Ratified by FGB	9th May 2024
Next review due	2024/2025 academic year

Harwell Community Primary School Behaviour Policy (this includes wrap around care and extra curricular clubs)

Aims of the policy

To create a calm, safe, supportive environment that is conducive to learning where children will develop a sense of community, respect and a sense of responsibility for their actions and learning, where the children can 'Be Kind, Be Safe and Be their Best' .

To create a positive behaviour culture in which pupils are encouraged to reflect the values of the school.

To work in partnership with parents to promote good behaviour and address any behaviour challenges.

To have relationships of mutual respect and trust between parents, children and all school staff regardless of gender, race and religion.

Guiding Principles

For children to learn effectively and to be successful as part of their community and in the future, they need to feel safe and calm in a supportive environment that is conducive to learning. Our behaviour policy aims to help children achieve this, and is built on the following approaches:

1) That effective management of children's behaviour begins with the behaviour of adults, coupled with the relationships they build with the children in their care.

At Harwell, all children can expect to experience visible kindness and consistency from their interactions with adults, all of whom have shared responsibility for behaviour management, regardless of their role. The school will use consistent ways of talking about behaviour and self-regulation. The school's three rules ("Be Kind, Be Safe, Be your best") will underpin all

behaviour discussions and support the school values (Respectful, Resourceful, Resilience and Responsibility)

2) That adults understand that behaviour is a form of communication, seeking to understand why a child is behaving in a certain way, and recognising the feelings that have led to it. While it is ok to have strong feelings, it is not ok to act in a way that is unkind, unsafe or disruptive to the learning of others. This does not mean that poor behaviour choices are acceptable.

3) That adults will take a restorative approach in responding to poor behaviour – taking the time to listen to all parties and guide children towards reflection and making amends.

4) That children will be taught about the school rules and values (see behaviour curriculum), and how they can contribute to the school culture and learn to take responsibility for their own actions. Children will be taught about positive choices through Circle Time/PSHE/Assemblies and individual discussions. Children will be taught self-regulation through the 'Zones of Regulation' approach.

5) That expectations for good behaviour and consequences for poor behaviour will be simple, clearly defined, and consistently applied.

6) That school and home must work in partnership to tackle behavioural issues; for children to feel safe at school, they need to know that their parents and carers trust members of staff.

Responsibilities

Staff:

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable behaviour.

Staff will show children respect at all times. Humiliation will form no part of behaviour management.

Class teachers will inform parents about negative behaviours, not always for an isolated incident, but particularly if a pattern of behaviour is forming or strategies are not working. If concerns become higher level, parents/carers will be invited to school to discuss the matter.

Staff will have regular (at least 3 times per year) opportunities to reflect on behaviour management against this policy and learn from each other. Staff will ask a colleague for advice if they are unsure as to a course of action.

Staff will report incidents of bullying, racist abuse, homophobic abuse, gender discrimination or sexual harassment directly and immediately to the Headteacher or Assistant Headteacher. Serious incidents are recorded on the school tracking system (Cpoms).

Pupils:

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations and consequence processes. Pupils should be taught how to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Every pupil should be supported to achieve the behaviour standards, including new children to familiarise them with the school behaviour culture.

Children will be honest and reflective about incidents they are involved in and will be supported to understand the impact their behaviours have on others. Children will be given opportunities to reflect and to make amends for their actions.

Parents and carers:

Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate.

Parents will be contacted for serious incidents (e.g. intentionally hurting another person verbally or physically). When contacting parents, staff will communicate, without judgement, the unwanted behaviour and do so in a solutions-focused manner. Every effort will be made to ensure conversations with parents are private.

Parents will be expected to work in a transparent way with the school to identify possible causes of poor behaviour.

Parents who have concerns about the way their child's behaviour is being managed, should contact the class teacher for clarification in the first instance.

Behaviour expectations of pupils identified with Special Educational Needs and/or Disability (SEND)

Harwell Primary School will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The school will promote a good behaviour culture to create a calm environment which will benefit all pupils, including those with SEND, enabling all children to learn.

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction.

Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every poor choice will be connected to their SEND and to assume so would be a disservice to them.

The graduated approach will be used to assess, plan, deliver reasonable adjustments and then review the impact of the support being provided in line with the SEND code of practice 2014, Equality Act 2010 and Children and Families Act 2014.

In order to reinforce positive behaviour:

Positive individual behaviour choices will be noticed and reinforced verbally (through simple 'thank yous') and individual rewards (e.g. stickers, certificates).

Praise will be precise and targeted so that children are aware of what is being rewarded.

This will be celebrated in assembly and Parents will be informed through the newsletter and in person, where possible.

Hot chocolate from the Head will be used to further celebrate consistent positive behaviour. Each class will have a whole class reward system to which everyone can contribute, with simple whole class rewards at least once per half term

Responding to poor behaviour, all staff will:

Seek to follow through poor behaviour choices themselves in a predictable and prompt manner, in line with the school's rules and values. Staff should also seek to reflect as a means of understanding the root of behaviour choices through identifying possible common causes (ABCD reflection).

The aim of any response to poor behaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

If a child required a 'Team teach' restraint, then this would be an indicator that the child is not safe and would likely trigger the threshold of a suspension.

The aim of any response is to:

Deter

Consequences can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.

Protect

Keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after an assessment of risk.

Improve

Pupils will be supported to understand how to follow the rules and meet the behaviour expectations of the school so that they can re-engage in meaningful learning.

Consequences of poor behavioural choices:

- A reminder of the expectations of behaviour

Children initially will be given a reminder of expectations. If the unwanted behaviour continues, then a warning will be given, followed by a time out of class to reset and reflect on their choices.

- Reflection time out of class or in a different class
- The setting of written tasks such as an account of their behaviour and a written reflection
- Loss of privileges – for instance, the loss of a prized responsibility such as play leader
- Loss of playtime to support reflection

- School based community service, such as tidying a classroom, fixing a damaged item
- Regular reporting/check ins to support behaviour monitoring
- Internal exclusion
- Fixed term Suspension
- In the most serious of circumstances, permanent exclusion (please see suspensions and exclusion policy).

Consequences will be managed in an age-appropriate manner and followed up with a restorative conversation so that the child has the opportunity to reflect on how to do things differently next time and (if there is a victim) the 'victim' understands that it has been resolved.

Wrap around care and Extra Curricular Clubs

The school behaviour policy applies to Breakfast Club and after school care together with school extra curricular clubs and any Holiday clubs. The consequence of poor behaviour choices may result in the withdrawal of access to wrap around care or extra curricular activities either temporarily or permanently.

Behaviour beyond the school gate

We may also request support from the local PCSO or police where it is warranted. This is likely to be, but not limited to, behaviour issues relating to the use of social media or anti social behaviour outside of school. This may involve whole class or year group class talks or discussions with small groups of pupils or individuals.

Use of Reasonable force

All members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Reasonable force should only be used as an emergency intervention where other strategies and options have been exhausted.

The school does not deploy physical restraint (Team Teach) to manage behaviour. The exception to this, is to ensure the immediate safety of a child if they are placing themselves or others at risk. In these instances, careful 'guiding' using 'caring Cs' (reasonable force) would be used.

The use of Reasonable force may include (but is not limited to):

Blocking a pupil's path;

Physically interposing between pupils.

Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;

The government also authorises the use of force, if appropriate, by staff conducting a search without consent for items that may pose an immediate risk.

The decision to use reasonable force and physical intervention will follow a dynamic risk assessment approach.

The following will be considered:

The potential outcomes of not intervening;

Any risks in the immediate environment

The characteristics of the child including their age, physical needs or disability and development level

The ability of the staff to manage this safely

If we believe there is the possibility that a child may exhibit unsafe behaviour we will write and share a risk assessment and positive behaviour plan to support an opposite outcome to reduce any need for.

If reasonable force are used staff will ensure the following:

- The incident is recorded in CPOMS and the headteacher is informed, including (where appropriate) pupil voice*
- Parents/carers will be informed on the same day or as soon as reasonably practicable*
- A range of support/strategies will be considered for the pupil which may include external professional help*