



HAREFIELD
INFANT SCHOOL



HAREFIELD
JUNIOR SCHOOL

Behaviour Policy

September 2022

HAPPINESS · COMPASSION · RESPECT · TEAMWORK

Ethos

At Harefield Infant and Nursery School and Harefield Junior School we believe that it is our responsibility to work in partnership with parents and carers to promote the highest standards of behaviour for learning. This is underpinned by our core values of **Happiness, Compassion, Respect** and **Teamwork**. In using these core values, we focus on positive behaviours relating to each core value and reward pupils directly for exhibiting such behaviours (see Appendix 2). We understand that there is a direct link between children who achieve well and positive behaviour. We want all our children to aim high and achieve well. We achieve this through engaging children in a stimulating environment and an excellent pastoral curriculum that promotes citizenship and responsibility. Through a structured and graduated response to behaviour management parents/carers are aware of and able to support school in promoting good behaviour with their child.

Aims

This policy sets out our expectations for behaviour and the way in which we achieve them. The underlying principle of good behaviour management is that expectations are clear and applied consistently. We do recognise that for some children behaviour for learning is harder to achieve and we set out how we will support them. This policy is based on DfE statutory requirements and advice from experts regarding the improving of behaviour.

Staff

All staff are responsible for maintaining and promoting good behaviour. They will receive regular training in behaviour management and be supported primarily by the **SLT**.

Governing Board

The Governing Board issues a written statement of the key principles (see Appendix 5) that guide our approach to behaviour. This is reviewed annually.

Classroom Environment

Positive behaviour management is key to successful learning outcomes. A positive attitude towards learning minimises disruptive behaviour. We view behaviour as a form of communication.

As staff we give attention to what we want to see.... **‘what you notice, comment on, praise and reward, you get more of’**. We use frequent opportunities to give **‘precise praise’** that makes it clear what you want to see. For more guidance, see page 5.

At the heart of a positive, high achieving school with confident self- assured learners is the development of a supportive classroom culture. The nurture of children’s social, emotional and behavioural needs alongside their academic needs is critical to their success as learners, their aspirations and their readiness for the next stage of their education. We employ a **“Mindfulness Approach”** based on the work of the Mind-up Foundation where the focus is on teaching children the critical knowledge and skills they need to strengthen their mental health and emotional well-being through increased self-awareness, self-regulation and social and emotional competencies. In addition, a positive behaviour management program will create a successful learning environment and support an atmosphere of respect and dignity, enabling all children to feel safe and secure.

Within this context our teachers promote a positive mental attitude towards all forms of learning. The development of pupils' learning dispositions is key to the independent learning and a lifelong thirst for self-development. Appendix 1 offers a flow chart for staff to follow when considering behaviour.

Incentives to reward and encourage good behaviour will be:

- Verbal praise
- Spend time with pupils/give attention
- Stickers given by teachers in class
- Certificates in assembly (children chosen by their teacher)
- Letters/postcards home
- House Points (Hares) based on our core values (Appendix 2)

Types of Unacceptable Behaviour

Unacceptable behaviours will almost always fall into the following categories:

- A child physically hurting another child / adult
- Swearing as a form of verbal abuse
- A child saying hurtful things to another child
- Making a racist comment
- Stealing
- A child consistently refusing to do a task or follow instructions
- Damaging property

Types of Behaviour

We see behaviour as a form of communication, especially for younger children.

We understand that there could be a number of reasons why children behave in particular ways:

- Work is not matched to the child's ability (work is too demanding or not demanding enough)
- Ineffective classroom management
- Low self esteem on the part of the child
- Family problems
- Changed situation e.g. step parent, new baby etc.
- Health/medical problems
- Specific diagnosis or learning difficulty

Codes of Conduct

We have agreed a common code of the expectations for behaviour in whole class teaching sessions. The code should be clearly displayed in every class and should be discussed with the children at the start of the year and referred to as necessary. It is important that all members of staff apply the code consistently.

Teachers should make their expectations for behaviour during group work clear to the children. Rules should encourage independence, consideration for each other, sharing and care of equipment.

Promoting Positive Behaviour

Through our PSHE curriculum (Jigsaw) children learn about how to behave. For some children there is additional work in small groups and lunch time clubs that enables them to practice skills in a safe environment.

Where children are experiencing on-going difficulties there is a Learning Mentor who can support them with learning and an Art Therapist who can support them emotionally.

In the Junior School coupled with the above there is a counselling service.

Sanctions

There is a clear structure for sanctions that all staff follow (see Appendix 1). The aims of the sanction structure are to enable staff and parents/carers to work closely together right from the start of any difficulties. It is envisaged that through partnership working we are able to bring about changes in behaviour quickly and engage the child back in learning. Sanctions must always be proportionate and based on DfE guidelines. Where difficulties persist we are able to engage with our partners, including health professionals to ensure that all needs are being met.

Examples of possible sanctions

- A verbal reprimand
- Repetition of unsatisfactory work
- Written tasks, such as lines or letters of apology
- Missing break time (typically a few minutes)
- Loss of privileges
- Missing part or all of lunchtime
- School-based community service (for example, litter picking or removing graffiti)
- Regular reporting e.g. scheduled uniform or behaviour checks, or being placed "on report" for behaviour monitoring
- Seclusion – being taught in an appropriate different teaching space, away from regular class and with appropriate supervision.

Walk Away Procedure

- Ensure all staff and pupils understand how to act immediately when a **move away** procedure is used. This is to ensure safety and de-escalation in regards to groups of pupils.
- All pupils should immediately and without discussion – walk away from the area when a staff member calls "**move away**".

Staff help Procedure

- All staff should feel supported and support each other in maintaining good behaviour –
- This means – asking "**can I have some help please?**" must be responded to as practically as possible.
- In addition, if a staff member appears to be having difficulty in dealing with a pupil, or you know new significant information that might change staff responses, other staff should say "**help is available**". This means that the initial staff member should stand down and allow other staff to provide the help as appropriate.

Types of behaviour and possible sanctions			
Tier 1 – low level	Tier 2 – med level	Tier 3 – med/high level	Tier 4 – high level
Calling out	Defiance – not following staff orders	Swearing or cursing	Hurting self or another pupil/adult incl verbal abuse
Wandering around Late back to class	Leaving class without permission	Running out of class	Running out of class / risk of escape from property
Noisy movement around school	Annoying others	Threatening another person	Damaging property
Lack of concentration/work	Distracting others	Interrupting other classes	Encouraging violence
Some disruption	Repetitive low level disruption on occasion	Continuous low level disruption	Unsafe behaviour Racist – fill out “racist incident form” – from office
Example sanctions and procedure			
Show some remorse	Verbal apology to victim	Apology card or letter to victim	Formal apology card or letter to victim – signed by parent
A verbal reprimand – always state the desired behaviour	A verbal reprimand from head of year	Verbal reprimand from Assistant Head	Assistant Head/Head of school to discuss behaviour with pupil. Record on SIMs and inform behavioural lead
Repetition of unsatisfactory work or task e.g. line up again...	Repetition of unsatisfactory work then show to head of year.	Repeat task / work as appropriate. Seclusion – taught in another place for short time (typically 30 mins)	Repeat task / work as appropriate. Seclusion – taught in another place – ½ a day to longer as appropriate
Written tasks – apology or lines	Written tasks – apology or lines (longer task)	Written tasks – apology or lines (longer task) Inform behavioural lead Behaviour plan/reporting as appropriate	Written tasks – apology or lines (longer task) Inform behavioural lead Behaviour plan/reporting – review typically 2 weeks.
Missing break time – typically a few minutes	Missing break time – usually all of break	Missing several breaks	Missing a set period of breaks/lunch times as agreed in a plan.
Verbally inform parents if appropriate.	Verbally inform parents if appropriate.	Meeting with parents if continuous	Meeting with all parents connected
Repeat back desired behaviour when asked.	Make own notes about behaviour	Complete Behaviour Log (appendix 3) from policy	Complete Behaviour Monitoring Chart (appendix 4)
Warning about next steps in sanctions if continued.	Warning about next steps in sanctions if continued.	Warning about next steps in sanctions if continued, including informing parents.	Exclusion – temporary/permanent
Do consider why the pupil might be behaving differently/difficultly – behaviour is a form of communication			

NB – this is not an exhaustive list – rather a guide to example sanctions/behaviour

Temporary or Permanent Exclusion can be used in more extreme cases.

Generally, a behaviour plan is developed with the pupil, parents and school staff to improve persistently poor or inappropriate behaviour. This plan will include strategies, support and measurable targets along with a timetabled review. If this has been unsuccessful or behaviour is deemed unsafe, violent or extreme, the school may move to **exclude** the pupil on a temporary basis; or permanently if deemed an appropriate response in regard to the behaviour presented. The school will always work in the best interests of pupil and staff safety primarily but also work collaboratively with families to seek the best possible solutions to improve behaviour and outcomes for all pupils.

Special Educational Needs

Children who persistently experience difficulties following the rules may be identified as having a special educational need in the category of social, emotional and behavioural difficulties.

Staff can use the Raising the Concern form to document the areas of difficulties and share these with SENCO and then parents/carers. Where appropriate an ECHP/ behaviour plan is written and a date for review recorded.

Outside Agencies

If there is still no improvement then the child may be referred to the Behaviour Support Team and/or the Educational Psychologist. We will work closely with parent/carers to support referrals to the Child Development Team or other agencies.

The child and family may be referred to the Child and Adolescent Mental Health Team.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. In regards to cyber bullying, we always inform parents of any concerns and promote good behaviour and keeping safe online. This is done in a variety of ways including assemblies and newsletters. More details are available in our Internet Safety Policy. Adult misuse is covered by our child protection policy.

Allegations of abuse against staff

Any allegations of abuse of pupils by staff will be referred to our Local Authority Designated Officer (LADO). The school will follow any advice or actions as directed by the LADO.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive Headteacher / Head of School will discipline the pupil in accordance with this policy. Please refer to our Safeguarding policy for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse. The Executive Headteacher / Head of School will also consider the pastoral needs of staff accused of misconduct.

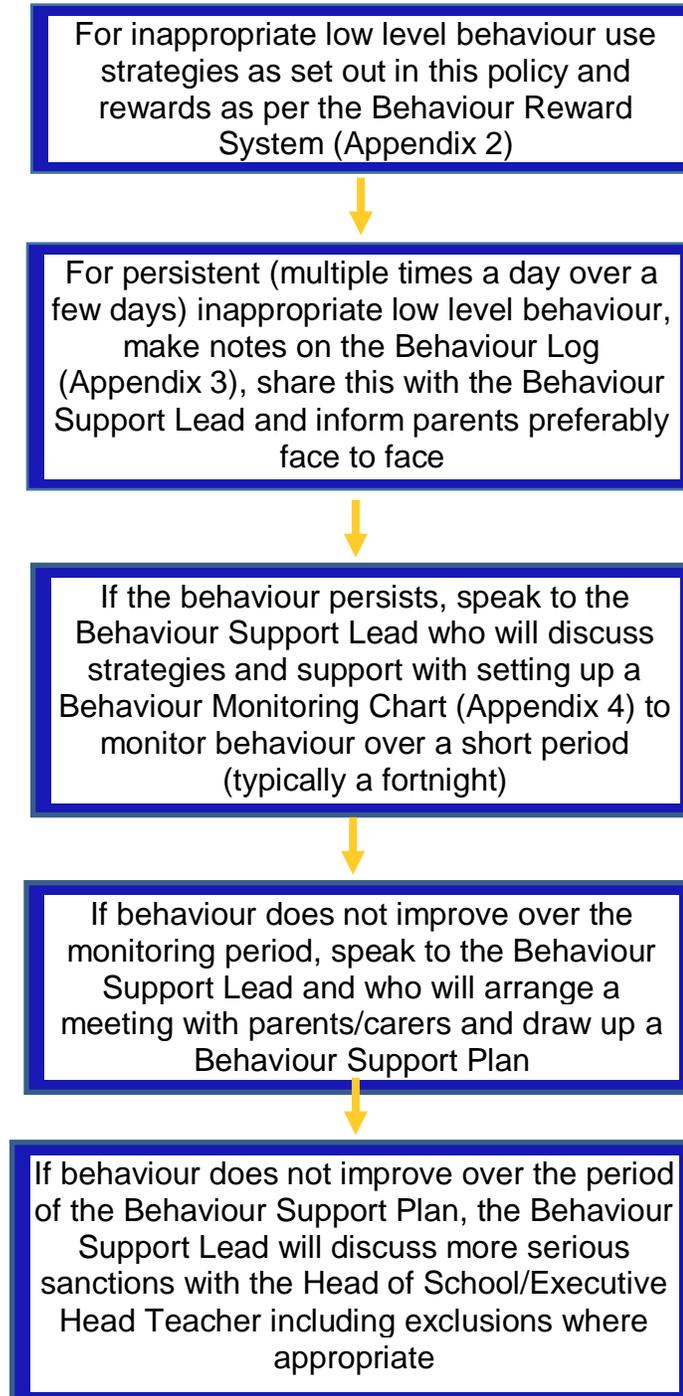
Physical Restraint (Positive handling)

There are members of staff in school trained in the use of Positive handling (see positive handling policy). Manually handling any child should only be undertaken under extreme circumstances, where the child is in danger or at risk of serious harm to themselves or others or refusing to follow instructions and they are disrupting the behaviour of others. These actions must comply with and follow the advice from

the DfE. This must always be recorded onto SIMs (our information system) by the class teacher or learning support (see Appendix 2).

Conclusion

As a school we work tirelessly to ensure that children are happy and able to engage in their learning. We will use all resources available to ensure that we meet the needs of all our children. Where we cannot meet the needs of a child we work with parent/carers to secure an appropriate learning environment for the child.

APPENDIX 1**Procedure to follow when presented with inappropriate behaviour**

Please note – this flow chart is designed to guide a typical response to behaviour. However, steps may be by-passed when appropriate if advised by the Behaviour support lead or a member of SLT.

APPENDIX 2

Behaviour Reward System

	Our Core Values				Reward
	Happiness We spread joy to those around us.	Compassion We care and are kind to others.	Respect We treat others as we want to be treated.	Teamwork We work well with everyone.	House points
Good Band 1	I smile.	I look after others.	I use polite language and good manners.	I can take turns.	1
Very Good Band 2	I cheer others up.	I notice when someone is upset.	I stop, look and listen when others are speaking.	I can share with others.	2
Excellent Band 3	I praise others.	I do kind things for others.	I can follow instructions straight away.	I work with others to complete a task.	5
Outstanding Band 4	I give to others.	I act when someone needs help.	I can think about how my actions affect others.	I can resolve a disagreement	10

Behaviour Log

Name of pupil:

Class:

Teacher:

Date and Time	Type of action	Duration	Location	Intensity	Outcomes	Recorded by

Behaviour Monitoring Chart

Name of pupil:

Class:

Week beginning:

Target:

	1 st morning session	Break time	2 nd morning session	Lunch time	Afternoon session	Total
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Written Statement of Behaviour Principles

At Harefield Infant School and Harefield Junior School:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others;
- All pupils, staff and visitors are free from any form of discrimination;
- Staff and volunteers set an excellent example to pupils at all times;
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy;
- The behaviour policy is understood by pupils and staff;
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions;
- Pupils are helped to take responsibility for their actions;
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Curriculum, Standards and Outcomes committee annually.