

# THE HARLINGTON AND SUNDON ACADEMY TRUST



## HARLINGTON LOWER AND SUNDON LOWER SCHOOL BEHAVIOUR POLICY

**Approved by Curriculum Trustee Committee: February 2022**  
**Approved by Board of Trustees: April 2022**  
**Next review: April 2024**

### **Principle**

We aim to have a fair and consistent approach to behaviour and discipline throughout our schools within the Academy Trust based on Values Education and positive behaviour management.

Everyone involved in our school communities is expected to:

**Be respectful, be responsible and be safe**

### **Rationale**

Behaviour includes the way in which children speak and act as well as their learning behaviours which include attention, listening, engagement, motivation and pride in their work.

Our policy is based on respect for an individual's right to feel safe and happy in school and to be able to learn effectively. A calm, disciplined and productive environment is essential to ensure the well-being and education of all pupils. Every member of the school community has a responsibility to maintain this environment through the schools' Values Education.

We have a duty of care to all children and to the staff within our Academy Trust. Therefore, schools will act where there is physical or emotional threat to children or staff.

All adults employed by the Academy are responsible for the implementation of this policy.

Parents have chosen to send their children to The Harlington and Sundon Academy Trust and are therefore expected to support our behaviour policy, engaging with the school and with outside agencies where necessary, to support their child and to ensure their child's behaviour is safe, appropriate and conducive to learning.

### **School Ethos and climate for positive behaviour**

A supportive and purposeful learning environment is created by enabling children to feel safe, secure and happy in their learning. This is achieved by ensuring children are surrounded by adults they can trust, who will take time to develop positive relationships with them, within a climate of positive attitudes and clear expectations. Expectations are grounded in the school's values and made explicit to children so that the boundaries are understood.

The adults in school have the responsibility of modeling high standards of behaviour, both in their dealings with the children and with each other. Their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Questioning should be aimed at all of the children all of the time removing the option for a child to opt out of contributing and learning. Lessons should aim to develop the skills, knowledge and understanding which will enable all children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Every classroom should have a positive "I can" ethos.

### **Lunchtime**

Lunchtime staff should ensure that this behaviour policy is applied consistently across lunchtimes and that; children are well behaved, give consideration and respect to others and their surroundings when moving around the hall and playground and demonstrate that they live the values of the school. Positive play and activities are encouraged both on the playground and indoors on wet days.

Inappropriate incidents are managed during lunchtime and children are reminded of the rules to be respectful, responsible and safe. Some incidents may be reported to the class teachers at the end of play and in severe cases an Incident Concerns Form is completed by Lunchtime Staff. (See Appendix A)

Volunteer Year 4 children are encouraged and supported to be Play Leaders in the Reception playground (HLS) and on the main playground (HLS & SLS); younger children enjoy being taught new games by other children.

## Rules and Procedures

**Our three rules are: be respectful; be responsible and be safe**

HLS and SLS Playground Guidelines (See Appendix B).

### Rewards

Rewards are given in recognition of good behaviour as well as to reinforce behaviours' linked to positive self-image and their own self esteem as well as to their understanding of others' needs and feelings. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. Examples of helpful, considerate behaviour and a positive attitude to work and play are identified and praised.

Recognition of the following rewards is presented publicly during assembly:-

- House points
- Name and comment in the Headteacher's Golden Book
- 'Living the Value' letter from home
- Positive Involvement in activities outside school (e.g. Sports)
- Values cup for class with most Values leaves (HLS)
- Certificates of achievement (Bronze, Silver and Gold) - HLS
- Lunchtime Awards- HLS
- School Games Champion- SLS
- Manners Monkey certificate
- Wow work – tea party with the Headteacher

### Consequences of Inappropriate Behaviour-Sanctions

Our priority is to foster positive behaviour and encourage self-discipline, but there may be occasions when there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful discipline measure.

**Response to inappropriate behaviour** (not physical assault, or serious violent or aggressive behaviour)

Aspects of behaviour that do not meet the Academy's rules have clear and consistent consequences.

*Consequence ladder:*

- Reminder of rules: Is it respectful, is it responsible, is it safe?
- Reminder of the expectation using values-based language and positive encouragement to change the behaviour e.g. it would help you to...
- Name is moved down on the rainbow (HLS EY & KS1) or a Dojo removed (HLS KS2). Every opportunity is given for children to move their name back up to a positive point or for a Dojo to be earned.
- Air balloon and cloud system (SLS KS1)
- Happy and sad face system used on board (SLS KS2)
- An appropriate 'in class' consequence for the behaviour e.g. moving to a different seat, missing some minutes of break time to complete work or to reflect, time out in class.
- 5 minutes missed break time. Time out in another class. (Teachers must inform parents if the behaviour is serious or persistent or if a child is given time out in another class). A senior member of staff will speak to the child and they may make a decision for the child to work in another class for a period of time, Parents are informed.

### Response to Physical assault

### *Consequence ladder:*

- Child intentionally hits, kicks or bites another child.
- Member of staff asks both children and other witnesses to sit separately and record/ relate their individual account of what has happened.
- It is ascertained that the physical assault has happened.
- The child who has assaulted another child will apologise to them and stay inside for the following break time. The incident will be recorded on CPOMS and parents informed.
- If a child is responsible for further assaults on children, they will additionally work away from their classmates for the remainder of the morning/ afternoon. Incidents are recorded on CPOMS and parents informed.
- Ongoing incidents may result in internal suspension/ lunchtime or fixed period suspensions.

### **Response to serious violent or aggressive behaviour**

#### *Consequence ladder:*

- Serious violent or aggressive behaviour that risks injury to others.
- Staff ensure safety while calling for assistance.
- Child is removed/ other children are removed to make the situation safe.
- The child is given support to calm down.
- Staff reassure other children that everything is under control and praise them for behaving safely, responsibly and respectfully.
- The child will apologise to staff and will continue learning in another classroom, for an agreed period of time as a consequence to the behaviour. The consequence may happen sometime after the incident or even the following day. Incidents are recorded on CPOMS and parents informed on the same day as the incident.
- If the child is unable to calm down, they will be sent home and this is recorded as a fixed-term suspension.
- An incident of this significance will trigger a behaviour review and regular meetings with parents. A 'My Support Plan' may be written including targets for improvement and strategies for support. An Early Help Assessment will be offered.
- If the child is responsible for further similar incidents, they may result in further suspensions.
- If a child is suspended, a referral to Jigsaw support service will be sought.

### **Persistent Misbehaviour**

- Most inappropriate behaviour will be successfully managed following the above strategies. When a child's behaviour is more challenging or persistently inappropriate, the teacher will discuss this with members of the Senior Leader Team (Including the Sends).
- A decision may be taken to write a provision plan for the child, which will be shared with all relevant staff and if all school resources have been exhausted, relevant external services will become involved to provide advice and support.
- Teachers will inform parents and work alongside them so that a consistent response to behaviour can be developed between home and school. A home/school communications book will be used to record daily behaviour, both positive and negative.
- A child who persistently misbehaves will be sent to a member of the senior leadership team to talk about their behaviour and its consequences.
- CPOMS records will be kept by the class teacher. These records must describe the 'trigger' for the behaviour, action taken and the results.
- The class teacher will plan regular times to discuss success and difficulties with the child and parents, providing strategies to cope with difficult situations and to change behaviour.
- If the child does not respond by changing their behaviour, the Headteacher/ Deputy Headteacher will be involved and an appointment will be made with parents to discuss the behaviour with the child's parents after continued recorded incidents.
- Persistent misbehaviour puts a child at risk of permanent exclusion and so an Early Help Assessment will be carried out and Team Around the Child (TAC) Meetings will include a review of the child's Behaviour Support and Provision plan.

## **Incidents Outside of School**

In certain circumstances, the Headteacher may also address a pupils' misbehaviour when it occurs outside school hours or away from the school site. Serious misbehaviour out of school may result in a fixed-term suspension or permanent exclusion from school.

## **Use of planned physical intervention**

Members of staff have the power to use planned physical intervention to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. (See DfE guidance, July 2013).

*Please refer to the school's touch guidance policy.*

An Incident Record is completed on CPOMs: Use of Reasonable Force to Control or Restrain Pupils and communicated to the Headteacher or Deputy Headteacher.

## **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Deputy Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate this policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

## **Suspension/Exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our suspensions and exclusions policy for more information.



We support children in becoming well rounded individuals where they naturally demonstrate the values of the school in all aspects of their lives.



HARLINGTON LOWER SCHOOL and SUNDON LOWER SCHOOL



INCIDENT CONCERNS FORM

<b>Date and time of incident:</b>	<b>Concern reported by:</b>
<b>Concern reported to:</b>	<b>Position:</b>

Names	Class

**What happened?**

**Where did it happen?**

**Who witnessed the incident?**

<b>Details of action taken:</b>	
Checked for earlier incidents involving same pupils	
Notified parents/ carers	
Individual discussion with pupils involved	
Group discussion with pupils involved	
Notified class teacher	
Medical treatment	
Specific support from staff	
Referred to Senior Leadership Team	

### HLS and SLS Playground rules

Wherever possible all members of staff should follow the agreed playtime rules so that children have a consistent message of what is acceptable and are prepared for the consequences that may be given for unwanted behaviour.

- Whenever possible the trim trail, playground, stage and south bank (HLS) should be available for play.
- The stage is to be used for structured activities such as the connect 4 or books.
- Children to be given a reminder of the rules be respectful, be responsible, be safe when an adult sees them; playing aggressively, being unkind to others, using the stage area for rough play.
- If the general play on the playground seems rough and there is a lot of running an adult should blow the whistle to give a reminder to all children.
- If, after a warning, a child continues with the unwanted behaviour they are to stand with an adult for 5 minutes.
- If children come to talk to an adult about an incident, adults need to listen to the child and also ask to speak to other children involved. The incident should be resolved on the playground if possible. If necessary, children should stand with an adult, in order to think about their behaviour and have some time out. Children should not be sent into school unless there is a serious incident and a member of SLT is needed to intervene.
- Class teachers should be told if there is an incident involving children in their class as they are the adults that a parent will talk to if their child talks of playtime incidents. Feedback should be factual and given in a way that children understand that **all staff will give discipline and listen to children**. E.g. "Bob and Susan had a disagreement at playtime. Bob was injured but it has been discussed and was a complete accident. Susan has apologised"
- If a child has not listened to an adult at playtime the feedback can be "Margaret did not listen when I spoke to her at the end of play, she will need to miss 2 minutes of her playtime this afternoon." If the message is kept brief the child has immediately seen that all staff should be listened to and that all adults will discipline equally.

### **Injuries**

- If a child needs first aid treatment that cannot be given on the playground they should go into school. They can go with another child but do not need escorting by an adult. Adults need to stay on the playground as there is always a first aider on duty and invariably someone in the office too.

## **End of playtime**

At the end of playtime, the teacher (lead adult) will blow the whistle (HLS), ring the bell (SLS) and all children should stop their play and stand still. It may be necessary to blow/ring the whistle/bell a second time. Other adults can be quietly walking around to ensure that the children are standing and listening. Children come off the trim trail at this point and stand still.

All children are then asked to line up. When children are lined up, the adult can blow the whistle/ bell again to remind children to line up quietly. If children are talking it is always better to walk along the line, speaking quietly to children and asking them to stand still and quiet rather than shout at the whole school. Only when a line is quiet should they be taken into school. Positive language should be used to encourage lining up correctly e.g. "You are the best class at lining up!"

**Responsible, respectful, safe**