

THE HARLINGTON AND SUNDON ACADEMY TRUST



HARLINGTON LOWER AND SUNDON LOWER SCHOOL BEHAVIOUR POLICY

Approved by Curriculum Trustee Committee: April 2020

Approved by Board of Trustees: April 2020

Next review: April 2022

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, those 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 behavior is safe, appropriate and conducive to learning.

School Ethos and climate for positive behavior

A supportive and purposeful learning environment should be created to enable 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;

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- 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 feedback 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 feedback 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. Lessons should aim to develop the skills, knowledge and understanding which will enable the 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, e.g. when a child hurts another child, during playtime are 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).

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Rewards

Rewards are given in recognition of good behaviour as well as to reinforce behaviours' linked to positive self-image and self esteem as well as to the 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 behavior 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 Head teacher's Golden Book
- 'Living the Value' letter from home
- Certificates for 100% Attendance
- 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
- Manner's Monkey

Consequences of Inappropriate Behaviour-Sanctions

Our priority is to foster positive behavior 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 behavior)

Consequence ladder:

Child misbehaves:

- They are reminded of the expectation using values based language and positively encouraged to change the behavior e.g. it would help you to...
- Misbehaviour continues. Name is removed from the 'smiley' face or children lose a Dojo point (Y4) (HLS) or balloon moved to cloud (SLS), opportunity to change the behaviour and a warning of a consequence. Every opportunity is given for children to move their name to a positive point, either moved to the 'smiley face' or gain a Dojo point (Y4) (HLS) or moved up to 'sunshine' (SLS).
- Misbehaviour continues. A second warning is given.
- Misbehaviour continues. An appropriate 'in class' consequence for the behaviour eg. Moving to a different seat, missing some minutes of break time to complete work or to reflect, time out in class
- Misbehaviour continues. 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 hurt another child will apologise to them and stay inside for the following break time. The incident will be recorded and parents informed.

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- If a child is responsible for further incidents involving hurting other children, they will additionally work away from their classmates for the remainder of the morning/ afternoon. Incidents are recorded in the Behaviour Log and parent informed.
- Ongoing incidents may result in internal exclusion/ lunchtime or fixed period exclusions.

Response to serious violent or aggressive behavior

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.
- Once calm 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 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 an exclusion.
- An incident of this significance will trigger a behaviour review and regular meetings with parents. A risk assessment will be written and a 'My Support Plan' may also 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 an exclusion.
- If a child is excluded, 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 Sendco).
- 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 child who persistently misbehaves will be sent to a member of the senior leadership team to talk about their behaviour and its consequences.
- Behavioural observations 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 Head teacher/ Deputy Head teacher will be involved and an appointment will be made with parents to discuss the behavior with the child's parents after continued recorded incidents.
- Persistent misbehaviour puts a child at risk of 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 Head teacher 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 an exclusion from school.

Use of reasonable force

Members of staff have the power to use reasonable force 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).

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Please refer to the school's policy on physical restraint.

An Incident Record is completed: Use of Reasonable Force to Control or Restrain Pupils (See Appendix B) and communicated to the Head teacher or Deputy Head teacher.

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 Head teacher 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 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.

Exclusion

In cases where a child's behaviour puts either themselves or others at risk of serious harm or causes significant disruption of the learning, the Head teacher may exclude them from school. This decision is always considered seriously and the Head teacher will inform the Chair of Trustees of the decision to exclude. Exclusions are reported to the Local Authority at the time they happen and to the Board of Trustees on a termly basis. DfE advice and procedures in respect of exclusions from school can be found:

[https:// www.gov.uk/government/publications/school-exclusion](https://www.gov.uk/government/publications/school-exclusion)

Further advice can be obtained from Central Bedfordshire School Inclusion Officer:

[https:// www.access.inclusion@centralbedfordshire.gov.uk](https://www.access.inclusion@centralbedfordshire.gov.uk)

Fixed Term Exclusion

In the majority of cases it will be possible to inform parents that the pupil is at risk of exclusion. Steps will be taken to try to avoid exclusion such as the implementation of 'My Support Plan', involvement of Jigsaw (the Behavioural Support Service), Education Welfare Service or School Inclusion Officer. The school will offer to undertake an Early Help Assessment (EHA) in respect of children at risk of exclusion. The school will complete Risk Assessments and Behaviour Logs.

In exceptional circumstances the Head teacher may decide to exclude a pupil following one serious incident. Such incidents may include significant harm to another individual, physical assault on an adult or behavior that puts themselves or others at significant risk. Incidents will be considered and evaluated individually.

Parents will be contacted and informed of the exclusion on the day of the decision. This will include the reason for the exclusion, dates that the child is excluded and the arrangements for returning to school.

Reinstatement will be on the terms of their My Support Plan if the child has one. The pupil's behaviour will be closely monitored and regularly reviewed with their parents.

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Permanent Exclusion

If it becomes necessary to permanently exclude a pupil in order to ensure the safety and education of all children. DfE guidance will be followed. Advice will be sought from the Education Welfare Officer and County Inclusion Officer.

The Right to Appeal

Parents have the right to ask for the decision to exclude a child to be reviewed by the Board of Trustees. In respect of Fixed Term Exclusions, the Board of Trustees cannot overturn the Head teacher's decision but can have their findings attached to the record.

The Board of Trustees may take the decision to reinstate a child who has been permanently excluded by the Head teacher.

If parents feel the school has failed to implement its policies, they should follow the school Complaints Procedure.



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

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APPENDIX A

HARLINGTON LOWER SCHOOL and SUNDON LOWER SCHOOL

INCIDENT CONCERNS FORM

Date and time of incident:	Concern reported by:
Concern reported to:	Position:

Names	Class

What happened?

Where did it happen?

Who witnessed the incident?

Details of action taken:	
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	

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APPENDIX B

Use of Reasonable Force to Control or Restrain Pupils: Incident Record

Details of pupil or pupils on whom force was used by a member of staff (name, class)	
Date, time and location of incident	
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.	
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used.	
Reason for using reasonable force and description of force used.	
Any injury suffered by staff or pupils or any first aid and/or medical attention required.	
Reasons for making a record of incident	
Follow up, including post-incident support and any disciplinary action against pupils.	
Any information about the incident shared with staff not involved in it and external agencies	
When and how those with parental responsibilities were informed about the incident and any views they have expressed.	
Has any complaint been lodged (details should not be recorded here)?	
Report compiled by: Name and role: Signature: Date:	Report countersigned by: Name and role: Signature: Date:

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 warning 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 the children.
- If, after a warning, a child continues with the unwanted behaviour they are to stand at the reflection wall (HLS), reflection fence (SLS) 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 at the reflection wall/ fence in order to think about their behaviour and have some time out. Children should not be sent into school to stand inside.
- 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 line up ready to join the children on the playground.

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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 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!"