



Behaviour Policy
Hardwick Green Primary Academy

Enquire Learning Trust
Ever Curious, Always Learning

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1. Policy Overview

Within our academies, high standards of behaviour are expected from all pupils. A positive working environment is essential for positive relationships and members of staff should lead by example.

This policy applies to pupil behaviour whether the pupil is on the Academy site, outside of the Academy site or outside of the school day. The Academy will take appropriate action where a pupil's behaviour falls below the expected standards.

Policies and practice promote an environment conducive to learning and ensuring high achievement for all young people, irrespective of their differing needs. Children are asked to:

- Arrive in the Academy and at lessons punctually and be prepared to learn.
- Bring appropriate equipment such as: PE kit and reading books and any other necessary equipment
- Wear the Academy uniform correctly.
- All pupils are expected to be polite, courteous and respectful to everyone on the Academy site and to comply with reasonable requests or instructions made by staff on the first time of asking.
- Children are expected to have regard for their own safety and that of others.

2. Aim

To offer a happy, well-organised, positive and stimulating environment where children will work purposefully, where effective learning can take place and where children demonstrate good social and learning behaviours.

We aim for the children to develop the following:

- Respect for oneself, others and property.
- Positive self-esteem.
- Co-operation and collaboration.
- Care for others.
- Self-discipline.
- Self-motivation and resilience.
- Independence.

3. Objectives

- To ensure a common policy concerning behaviour that will generate positive consistent approaches amongst staff.
- To examine and reaffirm the importance of PSHE/citizenship and other areas of the curriculum as a vehicle for positive behaviour.
- To ensure regular and consistent use of the expectations throughout each Academy.
- To develop strategies to support pupils showing challenging behaviour.
- To work in partnership with parents to inform and offer support with regard to any individual behaviour difficulties.

4. The Classroom Environment

Disruptive behaviour affects both the teacher and other children. As recognised in the Special Educational Needs and Disability Code of Practice (January 2015), poor behaviour may be a result of unmet needs and the class teacher will, with support from other staff in the Academy, implement strategies to provide the necessary support to the pupil.

Low-level disruptive behaviour can be influenced positively by effective classroom management techniques.

Positive Influences

- Structured and well-prepared activities taking place in a friendly atmosphere and pitched at an appropriate level.
- Courteous and respectful interactions with pupils making use of pleasant humour.
- Clear messages of enjoyment about being with the group.
- Creating space and “play” opportunities for individual children where appropriate.
- Giving children opportunities to explore feelings, make choices, clarify values and work collaboratively.
- Considering furniture layout, groupings, pace of lessons and challenging tasks.
- Avoiding stereotyping, especially stereotyping children as troublemakers.
- Being aware of home circumstances and values.

Negative Influences

- Loud use of public reprimands and threats.
- Constant use of criticism and sarcasm.
- Aggressive reaction to minor incidents which increases the likelihood of major confrontation.
- Being unjust or inconsistent.

5. Positive Discipline

Each Academy has developed a Code of Conduct that should be clearly understood by all and adhered to in the interests of everyone. These key rules will be prominently displayed around the Academy and regularly referred to by staff and children.

System of affirmation/strategies for praise and reward

Any praise given to pupils should be genuine, personal and specific

Children behave positively if they think they are worthwhile people. Affirming a person increases or restores her/his sense of self-esteem. It is particularly necessary with children whose own self-image is low. Affirming a child will sometimes avoid problematic situations.

Good behaviour is praised and rewarded by staff to give recognition to the efforts being made by pupils to behave appropriately. This will also have the effect of communicating staff expectations to pupils who are not behaving in an acceptable manner.

Class Dojo: This is a daily personal reward for behaviour and learning.

- The children will be rewarded with Dojos to reflect their positive behaviour for learning and their achievements. These are to be given to the children plentifully.
- Once children reach a set number of Dojos, they can swap them for a prize from the class prize box. The number increases as children get older.
- Parents can keep a check on their child's achievements through their own personal log in.



Praise Pads: Daily rewards from all staff:

- Children receive a praise pad note from staff in acknowledgment of any achievements or celebration wanting to be shared.



SMART award: Weekly

- Children who demonstrate the schools' values of success, motivation, ambition, respect and trust are sent to the Principal for a SMART award.
- These are given out in whole-school assembly on a Friday and parents are invited in.

Attendance: Children with excellent attendance also receive awards (see the attendance policy).

Teachers are also free to use other, in class *incidental* rewards that are age appropriate.

Assertiveness/Warnings/Consequences

Faced with inappropriate behaviour it is tempting for any teacher to threaten punishment. However, punishments and rewards keep children dependent upon external motivators. The development of self-awareness and self-discipline is sacrificed for the sake of immediate compliance.

Behaviours have consequences. However, negative consequences imposed too quickly take away the need for the pupil to face the issues, make choices and take responsibility.

If the rules are broken the following stages **MUST** be followed consistently.

Stages need to be followed consecutively unless the behaviour is extreme!

Stage 1

WARNING 1st – a reminder and gentle refocus to learning if the child is off task.
2nd – Verbal warning making it clear as to expectations and consequences
3rd and final with firm and clear expectations. - **Stage 1 Dojo removed**

Stage 2

TIME OUT in class –

Time out from workplace and other pupils, **Stage 2 Dojo removed**

EYFS- 3 mins

KS1- 5 mins

KS2- 10 mins

Stage 3

TIME OUT

Time out in another class within the same team **Stage 3 Dojo removed**

EYFS – 5 mins

KS1 – 10 mins

KS2 – 15 mins

Stage 4

* If a child has an Individual Behaviour Plan then this must be followed by all staff to ensure positive behaviour returns.

At this stage the child will be removed from the class by the adult support available in the year group. This adult will walk the child to an area of school that is calm, quiet and focused so that they can support the child in identifying their behaviour needs, managing their emotions etc

If appropriate the child will get support from the Learning Mentor in order to enable them to return to their learning as soon as possible

Once the child is calm - this can be as short or long as it needs to be - the adult supports the child back into the lesson and their learning.

Removal process:

If a child needs support leaving a space for their safety then this must only be done by staff members with the appropriate training and qualification. A positive handling form and record on CPOMS must be added, if used.

- No communication or interaction until they are calm.
- When they are calm refer back to the rules and behaviour. Talk through next steps and positive behaviour expected in the lesson.
- Escort the child back to the class and reintegrate them back into the class so that they are able to access their learning with clear behaviour expectations.
- If the child is not calming or showing they are ready to reintegrate into the class after 30mins then radio a member of the SLT.
- If a child becomes / is extremely volatile then a **stage 5** is appropriate.

It is the responsibility of the teacher to inform parents after a Stage 4 sanction. This can be in person or a phone call. It **MUST** be recorded on CPOMS and Class Dojo

Stage 5

Removal from class to a member of the Senior Leadership Team

Decision as to behaviour consequence. Internal exclusion or fixed term exclusion.

- Parents to be informed by SLT member
- **RED letter** to be sent.

- ½ day spent in internal exclusion or fixed term exclusion

A child may go straight to the SLT for the following:

- Abusive, threatening language and or behaviour towards another person.
- Malicious damage
- **Serious** fighting
- Proven theft

A severe incident may include one or more of the following:

- Endangering themselves or others
- Swearing at a member of staff
- Observed hurting another deliberately
- Targeted behaviour towards other children that causes upset – verbal and physical. Being purposefully unkind.
- Leaving the classroom without permission
- Leaving the school grounds during the school day without permission.
- Refusal to comply with the 'consequence' instructions in the above stages.

Behaviour including any of the above may result in:

1. Pupil being sent to a member of the SLT
2. Parents immediately called to school
3. Internal exclusion of the pupil
4. Governors informed
5. If parents are not contactable then the Education Welfare Officer will be called to deliver an internal exclusion letter to the parents directly
6. If behaviour is extreme and poses a threat to staff or pupils and parents are not available to remove their child from the premises, the police will be called.

Returning pupil after fixed term or internal exclusion –

A meeting will be held with the child and parents with a member of the SLT. Steps to support the child to successfully access their learning will be put into action. The pupil's behaviour will be closely monitored for a fixed *period of time*.

Repeated poor behaviour may result in a **Permanent Exclusion**. This will only be used as a last resort. Please see the exclusion policy.

6. Support Pupils

A behaviour modification programme for individuals may be applied if appropriate.

The class teacher and child will identify targets. If there are a number of incidents of negative behaviour, outside agencies may be consulted.

It is important to consider a differentiated approach to learning if a child is displaying challenging behaviour. Differentiation should be an inherent part of planning for individual needs.

All staff at Hardwick Green Primary Academy are committed to inclusion and are aware that a small number of our most vulnerable children will find it challenging to meet the expectation of the Behaviour Policy and in this instance it is necessary for the highlighted child to have an Individual Behaviour Plan (IBP). This does not allow them NOT to follow the whole school expectations for behaviour. It enables staff to support the child to meet the expectations. Consequences are consistently applied to all children to ensure parity. These children are to be highlighted by the class teacher to the Inclusion Team and where appropriate an IBP can be created through close consultation with the classroom staff, parents, other professionals involved with the child and the child.

The intention of the plan is to support the child in trying to meet the expectations of the Behaviour Policy by adapting the stages in the policy, laying out clear step by step expectations and consequences to behaviour and including specific rewards which all meet the individual child's needs.

It is vitally important that ALL staff exactly follow the plan so as to ensure there is consistency in the approach to managing the behaviour of this vulnerable group.

The IBPs are written by a member of the Inclusion team and it takes two forms:

- An adult overview of the IBP which is shared with all school staff, professionals involved with the child and the parents so that everyone has an understanding of how to approach meeting the child's needs throughout the school day. These plans are available in the classroom at all times in the SEN file for any staff to access as well as on the staff shared network. There is an expectation that any supply staff make themselves familiar with the plans on entry to the class.
- A Child's IBP which breaks down the plan into child friendly wording, including pictures. The child's plan shows both the expected and unacceptable behaviour and the consequences. These plans are available for the child in the class at all times and is to be referred to throughout the day, each day to reinforce the positive behaviour.

These plans are reviewed fortnightly by the Inclusion Team in their meetings where the Inclusion Workers provide information about their observations and share any discussions they have had with the class teacher or TA. If changes need to be made then this will happen at a meeting with all appropriate people present.

Staff: It is important for staff to feel that they can rely on each other when dealing with challenging behaviour. Members of staff should feel that they are able to seek support and advice from colleagues, particularly SLT, before a situation becomes out of hand.

7. Curricular Links with Behaviour Management

Our Academies have a positive approach to behaviour management and as such, believe in actively developing children to be self-disciplined. In order to do this, it is essential that children are given opportunities to discuss different types of behaviour and their effect on others. A significant part of the curriculum is committed to Personal Social and Health Education (PSHE) when many of these issues can be considered.

8. Bullying and Racism

Each academy has an Anti-Bullying and Anti-Racism approach and actively explores these issues within the curriculum. These subjects are discussed from the viewpoint of the bully and the victim to enable pupils to understand the feelings and emotions of others.

We need to be clear about what we mean by bullying. We define it as:

- the wilful, conscious desire to hurt or threaten someone, physically, emotionally or materially on a number of occasions; or
- when a person or a group deliberately intends to cause someone else to feel hurt, distressed, threatened or humiliated; or
- behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In accordance with the academy's Anti-Bullying Policy, any incident of bullying occurring at the Academy will be taken seriously and followed through appropriately by staff. Parents of both the bully and the victim will be involved and kept informed as appropriate. A written record of any such incident will be made and recorded on CPOMs.

The Enquire Learning Trust sees racism as a form of bullying and does not condone it in any form.

9. Monitoring Behaviour

Senior leaders monitor behaviour regularly, including through CPOMS and Class Dojo to identify any patterns in incidents. Appropriate actions are taken to ensure that these patterns are broken.

10. Use of Reasonable Force

In exceptional circumstances and as a very last resort, where there is a danger of injury to a pupil or member of staff, positive handling using reasonable force may be appropriate. Positive handling methods are only used by staff with appropriate training where de-escalation techniques have failed or cannot be used.

The Academy will always communicate with parents where such techniques have been used. These incidents are recorded on CPOMs.

Please refer to the academy's positive handling policy.

11. Expected behaviour/Code of Conduct

Each Academy has a clear set of behavioural standards and code of conduct for all pupils; these are clearly set out on the Academy website and are communicated to pupils and parents on a regular basis. High standards of work and behaviour are expected at all times.

A positive approach to discipline is taken and pupils are encouraged to show consideration and care for people and property.

Our school rules / code of conduct:

- We will follow instructions
- We will talk politely and use good manners
- We will care and show respect to others (NEVER hurting anyone)
- We will look after our school and the belongings of all
- We will be honest and take responsibility for our own actions
- We will have a positive attitude towards our own and others learning

12. Exclusion

The Enquire Learning Trust recognises that in order to ensure a positive atmosphere based on a sense of community and shared values it may, on occasions, be necessary to exclude an individual or individuals either for a fixed period, not exceeding forty five academy days in any one academic year, or, in some circumstances, permanently.

Such exclusions will only be resorted to when the academy can demonstrate with adequate evidence that all reasonable steps have been taken (including education off site) and/ or that the presence of the learner is likely to be severely detrimental to his/herself, other learners or employees. There may also be occasions when a short-term exclusion is appropriate because of unacceptable behaviour.

Good discipline in academies is essential to ensure that all pupils can benefit from the opportunities provided by education. The Trust supports its academies in using exclusion as a sanction where it is warranted. However, permanent exclusions should only be used as a last resort, in response to a serious breach, or persistent breaches, of the **Academy's Behaviour Policy**; and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

Please refer to the Enquire Learning Trust Exclusion Policy for further information regarding the exclusion of pupils.