



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.

This addressed through the idea of pupils being **ready, respectful and safe**.

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. Staff Behaviour

All staff will:

- Meet and greet at the door.
- Refer to ‘Ready, Respectful, Safe’
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a Class Dojo as a visible recognition mechanism throughout every lesson.
- Be calm and give ‘take up time’ when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at unstructured times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess the school behaviour policy and practice

- Regularly review provision for learners who fall beyond the range of written policies

Recognition and reward:

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 awarded by all teaching staff.

- 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.

Steps in managing and modifying poor behaviour:

If the rules are broken the following stages should be followed consistently. These stages need to be followed consecutively unless the behaviour is extreme e.g. a fight at playtime.

Before reading the list of sanctions, it is important to note that before reaching these, children will have had chances to correct their behaviour in a positive and supporting way. Most importantly, children should not be repeatedly progressing through these stages. They are they as a 'last resort' rather than something that we jump to.

Teachers and leaders can study data from these stages to spot patterns with the belief that if a behaviour is **predictable it is preventable**. Therefore if we notice flash-points for certain

children who seem to frequently reach higher stages during set times, we can put adaptations in place to prevent this behaviour.

Informal stage - The reminder:

To settle a class to begin learning, praise children following the rules instructions first.
“I love the way Sam and Kai are sitting smartly.”

Do not identify individuals when speaking to the whole class at first – give the child a chance to correct their behaviour.

“I can see only two people not sitting as smartly as I’d expect”

If an individual is displaying any very low-level or off-task behaviour, issue a reminder privately wherever possible.

“Michael, I need you to have your eyes on the whiteboard so you can see what I am modelling.”

Stage 1 - Warning

This removes one Dojo point and will inform the parent through the Class Dojo app.

Explain to child why they have the warning in the language of ready, respectful, safe. The Dojo options will reflect this language.

We do not issue whole-class warnings – it is unfair on those who are following the rules.

Children should never be on a negative number of Dojo points. Positive Dojos should be given extremely frequently as reinforcement of positive behaviour.

Stage 2 - Time-Out

Remove a stage 2 Dojo (one point) and ask the child to sit (with their work) away from their peers within the classroom (or for KS2 immediately outside of it e.g. in the atrium).

This is for an amount of time to be determined by the teacher. If it is to sit at a different desk in the classroom it may be appropriate for this to be until the end of the lesson, but if it is outside of the classroom it should **not** exceed five minutes.

Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.

Stage 3 - Removal

At this stage the child will be removed from the class by the adult support available in the year group (e.g. Teaching Assistant or teacher). This adult will walk the child to an area of school (e.g. atrium) 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.

If appropriate, the child will be brought to a member of the SLT for a discussion about their behaviour, and may spend some time with them.

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.

If removal is reached, the parent/s and/or carer/s should be informed by the class teacher at the end of the day, ideally in person or on Class Dojo (not in front of the child).

Stage 4 - Internal exclusion

If a child does not respond after a stage 3, then a stage 4 internal exclusion will need to be issued.

This is removal from class to a member of the Senior Leadership Team for a length of time to be determined by the SLT member who handles the incident. This could be for the remainder of the lesson or day, dependent on the age of the child and incident that occurred.

At this point, the parent should be informed via phone call by the class teacher. The SLT member will prepare a letter to go home to the parents about the incident.

Stage 5 – exclusion:

As a last resort, in extreme cases, a fixed term or permanent exclusion may be issued, by the Principal only. Please see the Trust's exclusion policy.

Additional sanctions:

In most scenarios these sanctions will be sufficient. However, sometimes an additional sanction linked to the negative behaviour may need to be issued at stages 2-4. These should be done sensitively and should allow the child to have support e.g. if a child misbehaves during football at playtime then they may be banned from playing football *only* at playtimes rather than just missing their entire break time.

Restorative conversations:

If a child's behaviour is impacting on others, the teacher or adult removing the child should use restorative practice / conversations with the child.

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school

community, making rule-breaking more attractive

- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions - To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions - To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

This could involve writing an apology letters, etc.

7. Support for 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 CPOM and in the academy's 'bound and numbered' book.

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.

Hardwick Green has only three school rules:

- Be ready
- Be respectful
- Be safe

Children in each class discuss what it means to be ready, respectful and safe and how they can achieve this.

Each class has its own particular set of routines that class teachers actively teach to their children. Many of these are taken from Sherrington and Caviglio's Walkthru book.

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.