

Harrow Lodge Primary School



BEHAVIOUR POLICY

REVIEWED:	Spring 2024
APPROVED (L&M):	Summer 2024
EFFECTIVE PERIOD:	Summer 2024-Summer 2025
DUE FOR REVIEW:	Spring 2025
RESPONSIBLE PERSON:	MRS L SEARLE

SIGNED BY CHAIR OF GOVERNORS



1. INTRODUCTION

At Harrow Lodge Primary School, we uphold the traditional values of high expectations and standards of behaviour which are essential for us to achieve our vision of being a place where children can achieve their full potential, where friendship thrives and within which there is a partnership between adult and child based on trust, respect and an ethos of mutual care and consideration. We follow a Restorative Approach to Behaviour Management which looks at the harm caused after a negative incident rather than the punishment needed (See Appendix 3).

2. AIMS

This policy aims to:

1. Set out clear expectations for all members of our school community.
2. Support our children in living our values of respect, empathy, aspiration, confidence and honesty
3. Encourage children to make good choices about their own behaviour
4. Set our clear sanctions for poor behaviour choices
5. Ensure a fair approach to behaviour management
6. Make clear the rights and responsibilities of all stakeholders
7. Involve parents in promoting good behaviour
8. Ensure that there is complete consistency from staff in the implementation of the policy.

3. PROCEDURES

3.1 This behaviour policy is based on 6 core values:

- **RESPECT**
- **EMPATHY**
- **ASPIRATION**
- **CONFIDENCE**
- **HONESTY**
- **ACHIEVEMENT**

3.1 And is built around 4 school rules:

- Be Kind
- Be Respectful
- Be Hardworking
- Be Safe

3.2 These rules are broken down with the children, and regularly referred to. For example, "Please stop swinging on your chair, you're breaking the rule about being respectful/being safe."

4. REWARDS

- 4.1 Behaving in the way expected in each classroom will not be rewarded beyond an acknowledgement of staying on Green on our Achievement Chart. We want to ensure that children meet basic expectations without expecting a reward for them. Children strive to go above and beyond in order to reach bronze, silver or gold on the chart. The process begins anew each week with all children starting on green.
- 4.2 A certificate of praise will be given to the child from the teacher and a postcard will be sent home from the Head Teacher when they reach Gold. If a child receives 5 certificates/postcards, they will be awarded a gold Achiever's Badge which can be displayed proudly on their person.
- 4.3 Rewards are also given in the form of stickers, house points, raffle tickets which are swapped for mini prizes, marbles in a jar and other rewards which are specific to the class teacher.

5. CLASS SANCTIONS

- 5.1 Children who are not following the rules will be spoken to in a restorative manner and reminded of our core values and expectations.
- 5.2 If the rule continues to be broken or further rules are broken, the child will have their name placed on the yellow band (a warning) but can work their way back to green by improving their behaviour.
- 5.3 Children who continue to disrupt the class with their behaviour or take part in any of the following:
- Fighting
 - Offensive language (racist, homophobic or otherwise)
 - Behaviour which puts other staff /children at risk

will have their name placed on the red band and will incur a sanction appropriate to the misdemeanor and the child. Teachers may send the child to another class for a set amount of time, miss time from their play or break or they may incur a different sanction that the teacher knows will be effective discipline for that particular child.

- 5.4 When an incidence of bullying occurs, including cyber bullying, the matter will be dealt with immediately by a member of SLT using the restorative approach. Discussions with parents will take place and if the bullying continues then fixed term exclusions may be implemented. (See Anti-Bullying Policy). All bullying incidents are recorded.

6. PLAYTIME AND LUNCHTIME SANCTIONS

- 6.1 Children who are not following the rules will be spoken to in a restorative manner and reminded of our core values and expectations.
- 6.2 Children who repeatedly need this intervention or who display any of the following behaviours:

- Fighting
- Offensive language (racist, homophobic or otherwise)
- Bullying / Gangs
- Behaviour which puts other staff / children at risk

will be sent to the Behaviour Lead who will assess the situation, offer a reflection period and determine an appropriate sanction, if necessary. Serious behaviours or any bullying incidents will be referred to the Head Teacher and may result in internal or external exclusions.

- 6.3 If staff are unable to complete these steps because the child will not comply with instructions, a senior member of staff will be called to assist.
- 6.4 Any serious incidents or exclusions or racial or homophobic incidents are recorded formally.
- 6.5 A lunchtime club called 'Lunchalots' is run on an invitation basis for children who find difficulty spending a whole hour outside with other children. This club allows children to play indoor games supervised by a member of staff.

7. Disruptive Behaviour

- 7.1 Should a child become so disruptive that the rest of the class are either in danger or unable to learn, the child themselves is at risk or the teacher is at risk and all de-escalation techniques have failed to calm the child and return them to class, the child's parents or carers will be called to come to school to help in the de-escalation process.
- 7.2 If this is not successful and the child has to be taken home, this will be deemed as a day's or half day's exclusion depending on the time of day that the incident occurs.

8. EXCLUSIONS

- 8.1 Where the restorative approach to behaviour management has not worked, or in cases of severe or serious behaviours – a Fixed Term Exclusion may be Implemented. See the Exclusions policy for full details of the process.
- 8.2 Consistently poor behaviour will result in exclusions from school trips and school sports teams and events.
- 8.3 Additionally, if a child's attendance falls below 90%, they will be excluded from all sports teams and any out of school events that are not curriculum based.

9 MENTAL HEALTH AND WELL-BEING

- 9.1 We understand that negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state. Therefore, a bespoke behaviour plan will be put into place for those children who are affected in such a way.

10. RIGHTS AND RESPONSIBILITIES

10.1

Children

Rights	Responsibilities
<ul style="list-style-type: none"> To be treated with respect 	<ul style="list-style-type: none"> To behave respectfully to others
<ul style="list-style-type: none"> To be safe 	<ul style="list-style-type: none"> To behave in a way that keeps self and others safe
<ul style="list-style-type: none"> To learn 	<ul style="list-style-type: none"> To attend school regularly To be willing to learn To allow others to learn
<ul style="list-style-type: none"> To make own choices 	<ul style="list-style-type: none"> To have ownership of own choices and accept the consequences of that decision To allow others to make choices
<ul style="list-style-type: none"> To be listened to 	<ul style="list-style-type: none"> To give opinions in a constructive manner To listen to others

Staff

Rights	Responsibilities
<ul style="list-style-type: none"> To be supported by peers and line managers 	<ul style="list-style-type: none"> To ask for support when needed To offer support to colleagues
<ul style="list-style-type: none"> To be listened to To share opinions/ explanations 	<ul style="list-style-type: none"> To listen to others To give opinions/ explanations in a constructive manner
<ul style="list-style-type: none"> To be treated courteously by all others in the school community 	<ul style="list-style-type: none"> To model courteous behaviour To recognise and acknowledge positive behaviour in others
<ul style="list-style-type: none"> To be made fully aware of the school's system/ policies/ expectations 	<ul style="list-style-type: none"> To seek information and use lines of communication Follow agreed behaviour policy protocols
<ul style="list-style-type: none"> To receive appropriate training to increase skills in behaviour management 	<ul style="list-style-type: none"> To support others in developing their skills To acknowledge areas of own behaviour management skills which could be developed To try new approaches
<ul style="list-style-type: none"> To feel safe and respected 	<ul style="list-style-type: none"> To show respect towards others and provide a safe environment

Parents/Carers

Rights	Responsibilities
<ul style="list-style-type: none"> To be treated with respect 	<ul style="list-style-type: none"> To behave respectfully towards others
<ul style="list-style-type: none"> To be kept informed about their child's progress and behaviour 	<ul style="list-style-type: none"> To make sure that their child attends school regularly To talk to staff if they have any concerns about their child's learning or well-being To support staff when dealing with children's behaviour
<ul style="list-style-type: none"> To be listened to 	<ul style="list-style-type: none"> To listen to others
<ul style="list-style-type: none"> To have access to information on the school's approach to behaviour and attendance 	<ul style="list-style-type: none"> To support the school's approach to behaviour and attendance
<ul style="list-style-type: none"> To have concerns taken seriously 	<ul style="list-style-type: none"> To share concerns constructively
<ul style="list-style-type: none"> To hold an opinion (positive or negative) of the school and its rules. 	<ul style="list-style-type: none"> To only share positive opinions on social media. To share any negative opinions with the Head Teacher so that she/he can address them with you.

- 10.2 The Governing Body will keep the policy under review (on an annual basis). It will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear.
- 10.3 Parents and carers are ultimately responsible for the behaviour of their children both inside and outside the school.
- 10.4 Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

11. INDIVIDUAL BEHAVIOUR PLANS

- 11.1 We use an Individual Behaviour Plan to modify and encourage positive behaviour when the Behaviour System is not working.
- 11.2 Usually, the Behaviour Plan will be developed by the Class Teacher and Inclusion Manager with full involvement of the pupil and parents. A wide range of rewards are used and the Individual Behaviour Plans are reviewed each term.
- 11.3 It is the responsibility of the class teacher to inform relevant staff if they need to follow through sanctions or Individual Behaviour Plans with children out of class (e.g. in assembly, at lunchtime, in clubs).

12. Searching and Confiscation

- 12.1 The head teacher and staff authorised by the Head teacher, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited item as detailed below.
- The list of prohibited items is:
 - knives and weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury or damage to property of any person (including the pupil).
 - an article specified in regulations such as tobacco and cigarette papers; fireworks; pornographic images, vaping paraphernalia

Searches will be conducted in the following way.

Searching of property

1. A pupil's possessions can only be searched in the presence of the pupil and an authorised member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon the Head teacher or authorised members of staff.
2. Pupils will be informed why their belongings are being searched and allowed to ask any questions.
3. Cooperation will be sought from the child. If cooperation is not forthcoming, pupils may be sanctioned in line with the school's behaviour policy.
4. An appropriate place for the search will be found, away from other pupils.
5. The child will be asked to turn out their possessions from bags/pocket etc. so that a search may be facilitated more easily.
6. A search will be made of the pupil's possessions. Any items as listed above will be confiscated and brought to the attention of the Head teacher if they are not present during the search.

Searching of persons

1. Where there is suspicion that there is a risk of serious harm if a search is not conducted, a member of staff may search a pupil's outer clothing.
2. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear as well as hats, shoes, boots and scarves.
3. Pupils will be informed why they are being searched and allowed to ask any questions.
4. Cooperation will be sought from the child. If cooperation is not forthcoming, pupils may be sanctioned in line with the school's behaviour policy.
5. An appropriate place for the search will be found, away from other pupils.
6. The child will be asked to turn out their possessions from bags/pocket etc. so that a search may be facilitated more easily.
7. A search will be made of the pupil's possessions. Any items as listed above will be confiscated and brought to the attention of the Headteacher if they are not present during the search.

12.2 After a search. If a pupil is found in possession of a banned item as listed above, the child will be sanctioned in line with the school's behaviour policy and the following will be recorded:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found;
- what follow-up action was taken as a consequence of the search.

Parents will be informed that a search was made for a prohibited item as listed above and what the outcome was.

12.3 Confiscation of items that are found during a search if they pose a risk to pupils, are prohibited in the list above or are evidence in relation to an offence. Controlled drugs and other substances which are believed to be harmful, must be delivered to police as soon as possible after the search.

Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but **should not** return them to the pupil.

Additional guidance for specific items can be found in the Searching, screening and confiscation advice for schools produced by the DfE.

13. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- The Equality Act 2010
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) code of practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Searching, screening and confiscation advice for schools July 2022
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14. CONSULTATION, MONITORING AND EVALUATION

14.1 The success of this policy is monitored and evaluated at the end of each term.

14.2 This policy is available for all parents to read on the school's website. It should be read in conjunction with the following policies – ***Exclusions, Anti-Bullying, Positive Handling and Complaints Procedure***. It has been approved by the Governing Body of the school and will be reviewed annually.



Congratulations

*has received a GOLDEN praise award
and we are very proud of him.*

*He has shown exemplary behaviour through
living our core values of Respect, Empathy,
Aspiration, Confidence, Honesty and Achievement.*



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Appendix 1 What is the Restorative Approach to Behaviour Management?

The Restorative Approach to Behaviour Management looks at the harm caused after a negative incident rather than the punishment needed.

All Restorative practices look at the positive relationships between individuals and how to repair them in light of any negative events which may occur.

Restorative Approaches give each person who has been involved in an incident an equal opportunity to have their views heard and subsequent needs met.

All members of staff use the same questions with each child and incident so the process is systematic and fair.

Through the use of Restorative Approaches, we acknowledge that each person has their own personal point of view or unique perspective and personal response to incidents which they may have been involved in.

We also understand that thoughts and feelings drive our actions and therefore must be discussed and dealt with in order to prevent the same incidents from reoccurring.

Restorative Approaches teach children to think about the harm caused by their behaviour and the impact this may have on others.

Finally, all persons involved in negative incidents have the opportunity to put things right in a way that they deem reasonable.

The Reason we use a Restorative Approach

At Harrow Lodge Primary School, we believe that when negative incidents occur, the best way to put them right is to learn from our mistakes and work together to find a positive solution.

By using the Restorative Approaches staff are able to fairly and consistently investigate what has happened in order to see things from everybody's point of view.

We believe that by following these questions in each incident that we deal with our children will begin to develop the skills they need to resolve broken relationships for themselves as the process focuses on self-reflection and telling the truth rather than appointing blame.

When asking these questions staff are spending time to understand the feelings of all children and how they may have led to any negative actions. This helps children to receive the advice and support they may need to prevent further negative incidents.

We also believe that our children could be able to, with appropriate training and support, resolve negative issues by themselves. This empowers them to think resourcefully and with empathy.

The Restorative Approach Question Stems

- | |
|---|
| 1. What happened? |
| 2. What were you thinking? |
| 3. What were you feeling? |
| 4. Who's been affected by what you did and how? |
| 5. What do you need to do now? |

All staff members carry these question prompts on the back of their lanyards at all times. The children are familiar with the questions and know how to work together to put things right.

Peer Mentors

Our Year 5 Peer Mentors take to the field and the playground every day to help children resolve their conflicts in a restorative way. They have been trained to use this approach with children in order to maintain positive relationships amongst all our pupils.

For More Information

All our staff have been trained to deliver Restorative Approaches and to use the question prompts as shown.

If you would like any further information or if you have any questions about this approach, please contact your child's teacher who will be happy to talk to you about Restorative Approaches.

Appendix 2 Covid 19 Additions (to be reinstated as needed)

- Social distancing rules will be clearly explained to children on their return to school and a class charter will be drawn up on the first day. This group charter will be revisited daily with the children.
- Only one adult allowed on site when bringing and collecting children.
- Children will all enter and exit school via the two main gates at Barton Road and Rainsford Way, keeping a social distance following a one-way system. On arrival, before 8:30 am, each bubble will line up in their designated areas following the spacing marks on the floor and will enter when the doors open at 8:30 am. Each bubble will have a designated entrance and exit path into the school building. At the end of the day, each bubble will leave via their designated path.
- Break times, pick-up and drop-off times will be staggered to allow for social distancing by parents in the playground.
- Children will be asked to wash their hands with soap and water or hand-gel at regular intervals throughout the day e.g. on arrival, before/after breaks, before/after eating, after sneezing or coughing and after the toilet.
- Children will only be allowed to the toilet one at a time during lesson times. Posters will be displayed to promote good handwashing.
- Children will remain in their bubbles at all times during the school day, including break times and lunch times.
- Children will eat their packed lunches on the field, weather permitting, or in the dining hall if not. Each bubble will have a designated area of the field or playground or dining hall.
- Children will be reminded to use tissues and to cover their mouths when sneezing and coughing and then to wash their hands. 'Catch it, bin it, kill it' will be on posters around school.
- Children experiencing any symptoms of coronavirus will be sent home immediately.
- Children will have their own space in the classrooms and will be provided with their own set of stationary to use. They will be reminded to keep their own equipment for use by themselves only.
- Shared equipment e.g. toys, will be wiped down daily and will only be used by children within the same bubble.
- Children will be constantly reminded to keep to the social distancing rules at playtimes and lunchtimes.
- Children who continuously break the rules of social distancing will be asked to spend a playtime or lunchtime away from the other children until they can keep to the rules put in place for the safety for all.
- Children who intentionally cough or spit at others will be sent home immediately.
- Rules must be adhered to stringently since the risk of being too patient with children is that they may form habits that become irreversible.
- Lunchalots will continue to be held but only one year group bubble at a time will be invited.
- Any child deliberately breaking the Covid-19 safety rules and putting others at risk of possible contamination, could be liable to a fixed-term exclusion but will definitely incur a sanction agreed to with parents.
- Peer Mentors have been temporarily suspended as bubbles can't be mixed.