

HARRINGTON HILL PRIMARY SCHOOL

BEHAVIOUR POLICY



REVIEWED:

July 2019

NEXT REVIEW DATE:

July 2021

Adopted: Pending Governor Approval

Striving for Excellence. Achieving Together.

Striving for excellence. Inspiring to achieve collaboratively through respect, happiness and creativity. We are independent and reflective for continuous improvement.

What is good behaviour?

At Harrington Hill, we aim to develop a safe school where mutual respect, tolerance, encouragement and support are more than stated aims. For good behaviour, we need to build and sustain positive relationships. Good behaviour for all members of the school community is clearly understanding what is expected and following the school rules. Through good behaviour, everyone should reach their potential.

Why is good behaviour important?

- It enables us to provide a happy and safe environment, where teachers can teach and children can learn.
- It enables us to provide all children with the maximum opportunity to fulfill their potential and achieve their best.
- It enables all elements of school life to run smoothly.
- Pupils need to know what behaviour is appropriate and take responsibility for the consequences of any inappropriate behaviour.
- Through learning to behave in an appropriate manner, pupils will gain self-respect and move towards independence. They will also learn to respect others and the diversity within our school and society. In time, they will continue this in the wider community, benefiting society as a whole.
- Harrington Hill and its pupils will be judged on the standards of behaviour displayed both in the school and outside.

Expectations for good behaviour

When managing behaviour, strength is in the consistency of approach. Therefore, it is important that all members of the school community understand and implement consistent behaviour expectations. We need to consider what expectations are needed for staff and pupils. Children are mirrors and we need to model the appropriate behaviour for them. At all times, we are expecting excellence.

Expectations for staff:

- Staff should act as a role model for all children in school.
- Always speak to pupils in a calm and polite way.
- Do not shout at the pupil or show aggressive behaviour.
- If a pupil is angry, give them time to calm down before addressing the problem.
- If a pupil makes a wrong choice with their behaviour, staff should explain clearly why it was the wrong choice and discuss how this could be changed. Consider if there is anything that could change in the classroom climate or teaching and learning that could encourage positive behaviour.
- School rules should be displayed clearly in class and applied rigorously and robustly.

Expectations for children:

- Pupils should treat others as they wish to be treated.
- All pupils should follow the school rules and procedures.
- Pupils should act as a role model to other children showing respect, courtesy and tolerance.
- Pupils should not answer a teacher back. This is unacceptable and would merit a 'lost' Dojo.
- Pupils should always answer adults politely using their names and please and thank you. (e.g. "Thank you Mr Brodie"/ "Yes Miss Tran")
- If a pupil disrupts a class/group they should always apologise for their behaviour (this can only be done once they are calm and have accepted responsibility for their actions). The pupils in the class need to say whether they accept the apology. If, on a rare occasion, they don't, it will need to be a focus of a follow up circle time or class meeting.
- All pupils should show the same amount of respect to all adults and children within the school.

Aims of the policy

- To acknowledge positive behaviour.
- To discourage challenging behaviour with consistently and fairly applied sanctions.
- To provide equality of opportunity for all pupils.
- To prevent violence, bullying and any form of negative discriminatory behaviour.
- To promote self-respect and respect for others.
- To encourage the highest standards of work.
- To involve pupils in taking responsibility for their behaviour and in making decisions that concern them in school.
- To involve parents in supporting positive behaviour.
- To enable partnership between teaching and non-teaching staff, other professionals, parents, governors, and children with the aim of developing positive behaviour.

Why do we have School rules?

- They ensure pupils are safe.
- They establish boundaries.
- They ensure equality for all.
- To enable all pupils to reach their potential.

What are the School rules?

A: Always treat others with respect. No sexism, racism and bullying

B: Look after everything in school

C: Keep hands and feet to yourself

D: Do as you are asked first time

E: Always walk quietly and sensibly around the school

F: Always show good learning behaviours (resilience, teamwork, good talk, active listening and independence)

A copy of the school rules and consequences is displayed in every classroom.

Behaviour Systems in the Foundation Stage

Traffic Light System

All children start the day on green. If a child does not listen, follow instructions etc they are given a verbal warning.

If the child continues to ignore the request made of him/her then they are then moved to yellow and spoken to about their behaviour and asked what they can do to make the situation better. The child will also be asked to apologise for their behaviour. If the child makes the right choice when they are on yellow, their name is moved back to green. If the child continues to make the wrong choice, their name is moved to red and they sit on the time out chair for 3/4 minutes. After this time the child will be spoken to and asked to apologise. If the child apologises they will be moved back to green.

If the child is moved back to green and they refuse to carry out the same instruction, they are moved straight to red, where they will sit for 3/4 minutes. Again, after this time the child will be spoken to and asked to apologise. If the child apologises they will be moved back to green.

In some instances children will go straight to red if they hit, kick, punch, bite, swear or spit at another child or adult. The incident will be fully investigated and parents/carers will be contacted by a member of the Senior Leadership Team.

If a child's behaviour is so disruptive they may be taken to an associate foundation stage class or a member of the Leadership team's office. If this happens parents will be informed of this on same day.

Behaviour Systems in KS1 and KS2

Striving for Dojos!

Warning

If a pupil makes a wrong choice with their behaviour the teacher will issue a warning and explain why this behaviour is unacceptable. The child's name is moved to 'Warning' on the class behaviour chart (*see fig 1*). This gives the child a chance to amend their behaviour and get back on track.

If the behaviour continues...

1 Lost Dojo

1. Talk to the child (quietly, politely).
2. "Please stop (state the behaviour)".

3. "This is now a Lost Dojo.
4. The child's name must be moved up to '1 Lost' on the class behaviour chart.
5. The Dojo is taken from their profile on the website.

If the behaviour continues...

2nd Lost Dojo

1. Tell the child: "This (state behaviour) is unacceptable". Ensure that you explain clearly why they have lost another Dojo and move their name along to the '2 Lost' column on the class behaviour chart.
2. Child is to sit on the Time Out table in the classroom. 'Time out' begins when child is sitting quietly. Approx. time 10 mins /or until calm. A sandtimer is to be used.
3. During this time, when the child is calm, he/she fills in a reflection sheet* supporting them to reflect on their behavior.
4. When the time out reflection period has been completed. The pupil must sit quietly and indicate with a hand up that they are ready. A member of staff will sign their reflection sheet and invite them back to their seat. Reflection sheets are to be passed on to the Pastoral Lead at the end of the week.

* See appendix for example reflection sheet.

If the behaviour continues...

3rd Lost Dojo

1. The child is sent to an alternative class with a member of staff. The child's name is to be moved along to the '3 Lost' column on the chart.
2. State why they have lost the third Dojo, the impact on learning and remind them that a letter of apology needs to be written.
3. A slip is to be taken to the office and a member of the office team will email SLT. A member of SLT (ideally the phase lead) will notify the rest of SLT that they are dealing with the notification and will meet with the child, returning them to their class when they are deemed ready to focus on their learning again. Where possible, the member of SLT should check in with the child again, later that day, to ensure they are still on track.
4. Work that has been missed will be completed at break/lunch/other suitable time.

If the behaviour continues...

4th Lost Dojo

1. The child is sent to an alternative class with a member of staff. The child's name is to be moved along to the '4 Lost' column on the chart.
2. A slip is to be taken to the office and a member of the office team will email SLT. A member of SLT (ideally the phase lead) will notify the rest of SLT that they are dealing with the notification. The member of SLT will collect the child and they will remain with them until they are deemed ready to be back in class.

3. The child will be asked to write a further letter of apology and will miss remaining play/lunch times. If the 4th Dojo is lost in the afternoon, the child will miss lunch play the following day.
4. A letter is sent home to parents/carers and it is recorded on the tracking sheet that the child has lost their 4th Dojo of the day. The letter gives parents/carers an opportunity to support their child by discussing the behaviour and helping their child to correct it.
5. The teacher will call the parent/carer of the child at a convenient time that day or ask to speak to them in person, out of earshot of other parents, after school.
6. Work that has been missed will be completed at break/lunch/other suitable time.

4 Lost Dojos (Aggressive Behaviour)

1. When a serious behaviour incident arises, which may include violence, the matter is fully investigated. A member of the Senior Leadership Team is notified straight away and will speak to all pupils involved and, if needed, will also speak with any witnesses. This is taken very seriously. Behaviours of this nature include pushing, fighting, kicking, biting, hitting (use of hands and feet to solve problems). Pupils are supported in learning what they should have done and what they must do in the future. Retaliation is not acceptable. They will be reminded that adults must be told, so problems can be sorted out.
2. A member of SLT will call home to inform parents/carers and the incident is recorded on the behaviour tracker.
3. A letter will also be sent home.
4. 4 Lost Dojos are taken from the child's profile on the website.
5. The child(ren) will be asked to write a letter of apology to the other child(ren) involved and will miss lunch play that day. If the 4th Dojo is lost in the afternoon, the child(ren) will miss lunch play the following day.
6. The child(ren) will be returned to class when they are deemed ready to focus on their learning again.
7. Work that has been missed will be completed at break/lunch/other suitable time.

Three '4 Lost Dojo' letters in a ½ term will normally result in a 1 day exclusion.

Reminder: A Dojo is lost for the primary behaviour displayed. Further Dojos should not be taken from children for 'secondary' behaviours (ie behaviours displayed in response). Children need time to calm down and therefore 'push back' in the moment is not to be penalised with further lost Dojos.

As reflective practitioners, staff are encouraged to continually reflect on their own teaching practice. Where behaviour in the classroom is consistently concerning, staff are to remember that all behaviour is communication and therefore must consider where changes to practice may be necessary (ie changes to provision, routine and/or Leadership style). This reflection is often done best in collaboration with others and so the SLT/Pastoral Team will be there to support and, where necessary, will call on external agencies (ie Re-Engagement Unit) for further guidance.

Striving For Dojos!

	Warning	1 Lost	2 Lost	3 Lost	4 Lost
Bonus 3 Dojos awarded at the end of the day!			T.O table (10 mins - reflection sheet. To be signed by pupil and teacher and given to Mr. Brodie for filing.	Alternative class (20 mins – letter of apology). Slip to be sent to office and office will email out to SLT. SLT to speak to pupil and refocus, ready to return to class.	Further slip completed and SLT notified. SLT to collect to investigate. Lost lunch play. (Violence – SLT call home and send letter. Child: letter of apology Accumulative – SLT send letter and teacher speaks to parents after school/calls home).

Remember: Every day is a new start!

Fig. 1: The behaviour tracker to be displayed in each class

Behaviour Procedure



Independent Ivy



Resilient Rana



Active Listening Ali



Teamwork Tariq



Good Talk Tyrese

I got a Dojo for showing a resilient attitude like Resilient Rana during problem solving!

I got a Dojo for going out of my way to help others!

I got a Dojo for helping keep my classroom tidy!



Warnings/Dojos will be lost for:

<i>Not doing as I'm asked</i>	<i>Not looking after things at school</i>
<i>Distracting others</i>	<i>Talking when I shouldn't</i>
<i>Not lining up sensibly</i>	<i>Being unkind to others</i>
<i>Being disrespectful to others</i>	<i>Not keeping hands and feet to myself</i>

Earn a bonus 3 DOJOS if you are on GREEN at the end of the day!

I got a Dojo for trying hard!



I got a Dojo for showing independence like Independent Ivy!

Four Lost Dojos will automatically be lost for:

Breaking things in school on purpose
Fighting and hurting others
Bullying

I got a Dojo for my improved handwriting!

I got a Dojo for cooperating well with my partner like Teamwork Tariq!

CERTIFICATES	
50 Dojos	Bronze
350 Dojos	Silver
700 Dojos	Gold

I got a Dojo for good listening like Active Listening Ali!



GOLDEN TIME	
100% Positive Dojos	20 mins (full time)
75% Positive Dojos	15 mins
50% Positive Dojos	10 mins

Fig 2: Poster to be displayed in each classroom

Earn back

Where a Dojo has been lost, staff must support that pupil to receive a positive Dojo, allowing them to earn back points on their profile. However, the child's name is not to be moved backwards on the behaviour chart until the following day.

Remember: every day is a new start.

Behaviour monitoring/support plans

Each class has a Dojo account on which individual and overall class behaviour is tracked. The class profile pages will be monitored weekly by the behaviour lead.

The senior membership team will record all incidents where four Dojos have been 'lost' and the information is then used to analyse patterns and find ways to further improve behaviour.

Children who are regularly 'losing' Dojos will be supported in improving that situation. Strategies include:

- holding a parent/carer meeting.
- monitoring the child closely through a behaviour support sheet. This close monitoring will continue until the targets of the plan have been met over two consecutive weeks.
- setting up an Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP). See p9 for more details.
- involving external agencies, for example, the Re-engagement Unit.
- introducing the 'Green Time' behaviour system

Incentives

Incentives are a whole school community responsibility. These are incentives and rewards for social achievement. They operate on an individual, class and whole school basis.

1. Dojo points (individual and whole class)
2. Whole class system (ie marbles in the jar)
3. Golden Time
4. Daily mini-certificates
5. Certificates
6. Stickers
7. Short notes or phone calls home to parents/carers

At the end of each day, at least four children should be given evidence that their behaviour/attitude has been acceptable.

Every Friday children will be given formal recognition of achievements. This will be written into a special book and certificates will be awarded at the whole school Excellence assembly.

Children who are still on 'Green' on the behaviour tracker at the end of each day will be automatically awarded a bonus three Dojos that will be added to their profile on the website.

Dojo Certificates

Bronze: 50 Dojos (Most pupils receive by end of autumn term)

Silver: 350 Dojos (Some pupils receive by end of spring term)

Gold: 700 Dojos (Rare. Perhaps 10 pupils across the school. Accompanied by a letter in the post from the Head Teacher)

Dojo Star Badges

One bronze, one silver and one gold star badge will be given out per class based on progress:

-At the end of the Autumn term, a gold star badge will be given to the child with the most Dojos in the class. A silver star badge will be given to the child with the second most Dojos and a bronze star badge to the child with the third most Dojos

-At the end of the Spring term, the child who has received the most Dojos since the start of Spring Term will receive the gold star badge and so on.

-This will repeat again for the Summer term.

Building character and trust in the classroom

With all behaviour Leadership, positivity has the biggest impact. For example, it is much more effective to publicly try to spot the quietest table in the classroom rather than shout at the children that it are too noisy. At the minimum teachers should be saying two positives to one negative. All staff are trained in positive behavior techniques *Appendix Four: 12 strategies.

Individual Behaviour Plans/ Pastoral Support Plans

The Traffic Light and Striving for Dojos systems are still followed but these plans reinforce them in a more positive way for children who need it.

There are periods of time when children need extra support in taking control of their behaviour. This can be because of changes within the school, home, and/or friendship groups.

In such times an Individual Behaviour Plan (IBP) or a Pastoral Support Plan (PSP) may be put in place. IBPs and PSPs can also be used for children who regularly lose Dojos, to support them and help them to improve. A child may move from an IBP to a PSP when there is a higher risk of exclusion.

The child on an IBP or PSP is given a clear focus on what behaviour needs to change and additional strategies are outlined to support the child to achieve this. They could be a mixture of any of the following:

- Use of a home/school behaviour book
- Carry out a target sheet in school time

- A minimized timetable
- Additional support from the learning mentor
- Anger Leadership sessions
- Circle of Friends intervention
- Indoor play provision
- Nurturing groups
- All about me/you sessions

This is not an exhaustive list of interventions used, other interventions may be used to meet individual children's needs.

How the Playground is involved in our plan

We believe it is important for staff and children to see that playtime behaviour is included in the school policy and therefore the plan links into the Traffic Light and Striving for Dojos systems. Should a situation not be resolved on the playground, it is referred to a member of the senior Leadership team.

Expectations for behaviour must be consistent in and around school and with all members of the school community.

To reinforce good behaviour:

Stickers, mini-certificates and Dojos can be given out to children who have stood out for their good behaviour.

To discourage unacceptable behaviour in the playground:

- | | |
|---------|---|
| Stage 1 | Tell the child quietly and politely the behaviour you want stopped. |
| Stage 2 | Child stands at the wall or on the bench to calm down for a few minutes (5 minutes or until calm). |
| Stage 3 | Child walks with you for the remainder of playtime or is sent to sit in the hall with the lead mealtime supervisor. |

Staff must inform a member of SLT if they have ongoing concerns about a child's behaviour out in the playground.

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means an adult must take responsibility for teaching them, for modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. This will be carried out during the school day, during assemblies and explicitly during PHSCE lessons.

Strategies for resolving conflict:

It is agreed that:

- Everyone should listen without interruptions.

- Everyone is encouraged to maintain eye contact.
- Everyone has a turn to say:
 - a) what the other child has done to upset them,
 - b) how they feel about it, and
 - c) how they would like them to behave in the future.
 - d) Children need then to apologise to each other and accept their apologies.

No one is allowed to interrupt or argue. The adult is there to help the children resolve the conflict. If the children cannot resolve the issue, the adult takes appropriate action.

Staff need to be sensitive to children who find eye contact difficult as it may go against their cultural tradition or be in line with a special educational need.

When playing team games in the playground, children are asked to shake hands before and after a game.



Restorative Reflection Sheet

Name: _____ Class: _____

Date: _____

<p>Draw what happened</p>	<p>How did you feel? Circle a face <u>or</u> draw your own</p> <p> angry excited happy frustrated sad silly tired worried scared</p> <p><input type="text"/> <small>or draw your own</small></p> <p>Weak 0 1 2 3 4 5 6 7 8 9 10 Strong</p> <p>Mark on the scale how strong your feeling was</p>		
<p>What would help you make a better choice next time?</p>	<p>Write the names of the children involved How did they feel? Circle a face, or draw your own.</p> <p> worried scared sad tired angry confused</p> <p><input type="text"/> <small>or draw your own</small></p> <p>What I am going to do to fix things? Circle your ideas <u>or</u> draw your own.</p> <p> write a letter say sorry tidy up <input type="text"/> <small>or draw your own</small></p> <p>Child's signature: _____ Staff signature: _____</p>		

APPENDICES:

Appendix One: Restorative Reflection sheet.

Appendix Two: Acceptable and Unacceptable Behaviour

Acceptable

Be polite

Be helpful

Be kind

Be fair

Be honest

Work hard

Be clean

Be tidy

Look after property

Be punctual

Do your best

Listen to other

Show learning behaviours

Be friendly

Unacceptable

Name-calling

Teasing

Spitting

Pushing

Fighting

Kicking

Hitting

Lying

Screaming

Arguing

Dropping litter

Destroying property

Bullying

Swearing

This can be used as a starting point with children when discussing behaviour:

- Do they agree or disagree?
- What are their responsibilities?
- How do they need to behave to make sure they have the classroom/school they want?

Appendix Three: 12 strategies for building a strong classroom culture (adapted from D Lemov 'Teach like a Champion')

- Strategy 1-Entry Routine
- Strategy 2-Do Now
- Strategy 3-Tight Transition
- Strategy 4-S.E.T
- Strategy 5- Props
- Strategy 6-Positive Framing
- Strategy 7-Precise praise
- Strategy 8-Warm/Strict
- Strategy 9-Joy Factor
- Strategy 10-Emotional Constancy
- Strategy 11-Explain Everything
- Strategy 12-Normalise Error