



BEHAVIOUR POLICY

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Adopted	February 2022

BEHAVIOUR POLICY

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.

Behaviour Principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour and positive handling policy

The behaviour policy is understood by pupils and staff

Exclusions will only be used as a last resort and processes in line with Hackney Education for permanent and fixed term exclusions will be followed

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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 consequently involve the pupil's name being moved down the behaviour chart.

Pupils should always answer adults politely using their names and 'please' and 'thank you'. (e.g. "Thank you Mr Brodie"/ "Yes Mrs Kennedy")

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.

Covid-19 Addendum Rules

1. Keep your distance as much as possible
2. Wash hands when you get to school, before and after eating, and after sneezing or coughing
3. Stay safe in the classroom by:
 - only playing with your own things
 - keeping your own things on your table
 - trying not to touch your face
 - not putting things in your mouth

If any child deliberately and consistently refuses to follow these Covid-19 Addendum rules, causing distress and increased risk to pupils and staff, the child will be excluded for the day and parent/carers will be asked to collect their child immediately.

Prohibited sexual harassment:

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity

Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names

Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions

Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.

Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body

Taking, displaying, or pressuring individuals into taking photos of a sexual nature
Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing

Purposefully cornering or hindering an individual's normal movements

Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:

Accessing, downloading or uploading pornography
Sharing pornography via the internet or email
Creating or maintaining websites with sexual content

Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

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 (SLT).

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

Behaviour Systems in KS1 and KS2

Striving for Dojos!

Each class has a reward chart displayed in their classroom (see *fig 1*). Teachers can choose to use either pegs or use laminated name cards to display the pupil's names on the chart.

Green

All pupils start the day with their name peg or card placed on green. Pupils whose names are on green at the end of the school day are awarded 3 Dojo points which are added to their class profile.

Bronze

Pupils who show excellent behaviour during the day may be moved up to bronze. Any pupil's names who are on bronze at the end of the school day are rewarded with 4 dojo points.

Silver

Pupils who show particularly impressive behaviour continue to move up the chart to silver. Any pupil whose name is on silver at the end of the school day will be awarded a silver certificate and 4 dojo points.

Gold

Pupils who consistently show outstanding behaviour will move up to gold. Any pupil whose name is on gold at the end of the school day will receive a postcard home, 5 dojo points and a gold pencil.

Warning

If a pupil makes a wrong choice with their behaviour the teacher will issue a warning and explain why this behaviour is unacceptable. This gives the child a chance to amend their behaviour and get back on track.

If the behaviour continues...

Yellow

1. Talk to the child (quietly, politely).
2. "Please stop (state the behaviour)".
3. "Your name is going to be moved to yellow and you need to take 10 minutes to reflect on the Time Out Table.
4. After the 10 minutes, the pupil returns to their desk/carpet and, when the adult is happy that the pupil is following the rules, they are returned to green on the chart.

If the behaviour continues...

Orange

1. Tell the child: "This (state behaviour) is unacceptable". Ensure that you explain clearly why they are being moved down the chart and move their name down to orange on the class behaviour chart.
2. The pupil is to complete a reflection sheet* in their associate class (ensuring they have been given a time card allowing them permission to leave the classroom)
3. The adult is to send an email or a note to SLT.
4. SLT will discuss the behaviour with the pupil and decide when they are ready to return to class
5. If the pupil remains on orange until the end of the school day, they will lose 2 Dojos. However, if the pupil returns to classroom and meets the behaviour expectations of

the school, then they can be moved back up to green on the chart, when the teacher deems appropriate.

** See appendix for example reflection sheet.*

If the behaviour continues...

Red

1. The child is sent to associate class (within 'bubble') with a member of staff. The child's name is to be moved down to red on the chart. The pupil loses 4 dojos.
2. An email is to be sent to SLT (or a note taken to the office by a TA so that a member of the office team can email SLT). A member of SLT 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 letter of apology and will miss remaining play/lunch times. If the pupil is put on red during 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 been put on red and lost 4 dojos. 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.
7. A pupil will stay on red for the remainder of that day.

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 SLT 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. The child is placed on red and 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.

*** Missed lunch play**

5 minutes before lunchtime, an adult needs to take the pupil to the hall to collect their lunch. Children will be taken to the Executive Head teacher/Head of School's office. They will stay with the member of SLT for the whole of lunchtime. During this time, the pupil will complete a reflection sheet, write their letter of apology and catch up with any missed work where necessary.



Fig. 1: Behaviour Chart

Reminder: A pupil is moved down the chart for the primary behaviour displayed. Children should not be moved further down the chart for 'secondary' behaviours (ie behaviours displayed in response). Children need time to calm down.

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.

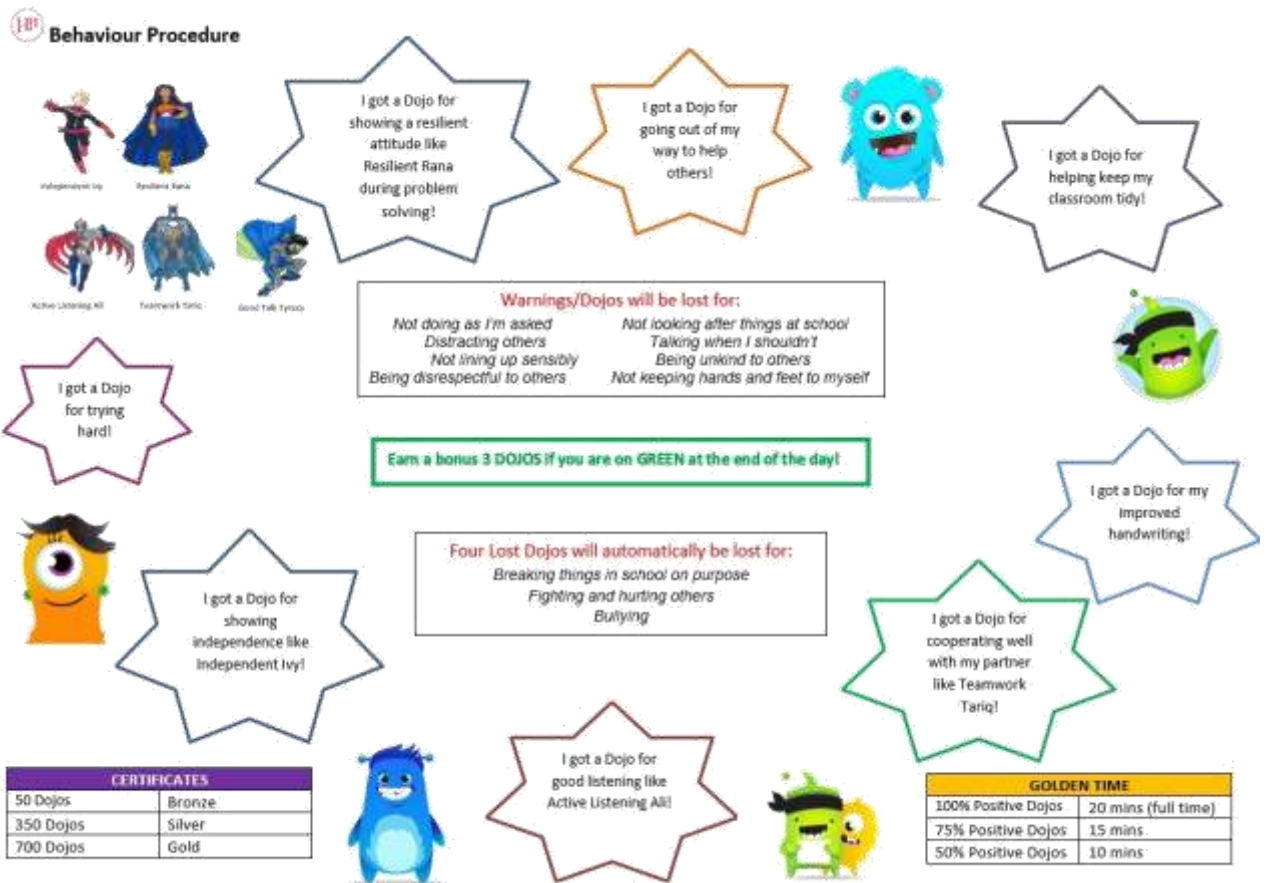


Fig 2: Poster to be displayed in each classroom

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.

SLT will record all incidents where a pupil has been placed on red and four Dojos have been 'lost'. 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.

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. Daily mini-certificates
4. Certificates
5. Stickers
6. Short notes or phone calls home to parents/carers

Every Friday children will be given formal recognition of achievements. Certificates will be awarded at the whole school Excellence Assembly. In each class, one certificate will be awarded for showing excellence linked to learning behaviours and another will be awarded for completing an excellent piece of work.

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, 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 minimised 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.

Recording and monitoring Behaviour

Staff are asked to log any significant behaviour incidents on Arbor, completing the information on the pupil's profile page. This would include any information about behaviour that would ordinarily be shared with SLT/parents. In addition, SLT will continue to record more serious incidents on the '4 Lost Dojo' tracking sheets as well monitoring the number of Dojos 'lost' by pupils each week. Behaviour data will be reviewed regularly and used to inform decisions on where to focus efforts to intervene early and prevent patterns of poor behaviour becoming habitual and entrenched.

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 SLT.

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

To reinforce good behaviour:

Stickers 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

In the event of a child showing aggressive behaviour in the playground (ie fighting or purposefully damaging school property), a member of SLT must be informed as soon as possible. SLT will investigate and

follow the procedure for 'aggressive behaviour' as previously discussed.

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.

APPENDICES:

Appendix One: Restorative Reflection sheet.



Restorative Reflection Sheet

Name: _____ Class: _____ Date: _____

<p>Draw what happened.</p>	<p>How did you feel? Circle a face or draw your own</p> <p>angry excited happy frustrated sad silly tired worried scared</p> <p>or draw your own</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</p> <p>or draw your own</p>	<p>Mark on the scale how strong your feeling was</p>	<p>What I am going to do to fix things? Circle your ideas or draw your own.</p> <p>write a letter say sorry tidy up</p> <p>or draw your own</p>
<p>Child's signature: _____</p>	<p>Staff signature: _____</p>		

Acceptable	Unacceptable
Be polite	Name-calling
Be helpful	Teasing
Be kind	Spitting
Be fair	Pushing
Be honest	Fighting
Work hard	Kicking
Be clean	Hitting
Be tidy	Lying
Look after property	Screaming
Be punctual	Arguing
Do your best	Dropping litter
Listen to other property	Destroying
Show learning behaviours	Bullying
Be friendly	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