

HARRINGTON HILL PRIMARY SCHOOL

BEHAVIOUR POLICY



REVIEWED:

Dec 2017

NEXT REVIEW DATE:

Dec 2019

Curriculum Committee signed:

Chair of Governors signed:

Head Teacher signed:

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, 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!

There are times in every classroom when children disrupt others. Dojos are 'lost' when a child has been given a chance to correct his/her behaviour and has chosen not to do so. The lost Dojo is recorded and positive Dojos are added to the Dojo website when the child has corrected his/her behaviour so they can see his/her improvements.

KS1 version:

Striving for Dojos!

KS1



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

I got a Dojo for lining up sensibly after lunchtime!



I got a Dojo for helping keep my classroom tidy!

I got a Dojo for trying hard!

One Lost Dojo
(10 mins reflection time if I'm angry/upset)
Examples include:
Not being organised for school day (e.g. no PE kit)
Distracting others
Not doing as I'm asked
Talking when I shouldn't
Not lining up sensibly
Not being kind to others

Two Lost Dojos
(10 mins reflection time if I'm angry/upset)
Examples include:
Stopping peoples learning on purpose
Not looking after things at school
Trying to upset someone on purpose



I got a Dojo for my improved handwriting!



I got a Dojo for showing independence like Independent Ivy!

Five Lost Dojos
(investigated by SLT)
(A minimum of 1 hour to reflect)
Examples include:
Breaking things in school on purpose
Fighting and hurting others
Bullying
Refusing to do what I'm told lots of times

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

KS2 version:

Striving for Dojos!

KS2



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

I got a Dojo for lining up sensibly after lunchtime!



I got a Dojo for helping keep my classroom tidy!

I got a Dojo for trying hard!

One Lost Dojo
(10 mins reflection time if I'm angry/upset)
Examples include:
Not being organised for school day (e.g. no PE kit)
Distracting others
Ignoring instructions
Talking at inappropriate times
Not lining up sensibly
Being unpleasant to others

Two Lost Dojos
(10 mins reflection time if I'm angry/upset)
Examples include:
Deliberately disrupting learning
Not respecting school property
Challenging authority
Deliberately aggravating others



I got a Dojo for my improved handwriting!



I got a Dojo for showing independence like Independent Ivy!

Five Lost Dojos
(investigated by SLT)
(A minimum of 1 hour to reflect)
Examples include:
Wilful destruction of property
Fighting and intentional physical harm to another
Bullying
Harmful offensive name calling ie Racist
Repeatedly not following the authority of the school

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

Warnings

Initially, the child is to be given a warning and the chance to correct their behaviour. However, if they choose not to do so, the pupil will lose at least one Dojo. See 'Striving for Dojos posters below for examples.

Reflection

If a child has lost one or more Dojos, the member of staff is to make a judgement as to whether reflection time (up to 10 minutes) is needed. It may be deemed necessary for this reflection to take place in another classroom. A reflection sheet should be made available to the pupil during this time, supporting them in the reflection process (see appendix).

Earn back

Where a Dojo has been lost, staff must support that pupil to receive a positive Dojo, allowing them to earn back.

Repeated 'lost' Dojos (within a day)

If a pupil repeatedly loses one/two Dojos within a day, amounting to 5 'lost' Dojos, then a slip (see appendix 2) is completed by the teacher/TA, at the next convenient moment, and left with the main office of that site. The office will then notify the behaviour lead who will, in turn, meet with the child and contact the pupil's parent/carer to organise a meeting for the end of that day (or next available time).

Serious behaviour incidents (including aggression and violence)

When a serious behaviour incident arises, which may include violence, the matter is fully investigated. A member of the Senior Leadership Team, 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. Adults must be told, so problems can be sorted out. Parents are informed by phone, 5 Dojos are 'lost' and the incident is recorded on file.

Three serious incidents in a ½ term will normally result in a 1 day internal exclusion.

This procedure does not affect the Head Teacher's right to take immediate action in the case of any serious incident.

For pupils who are regularly 'losing' Dojos in a half term, a parent/carer meeting will be held and the child will be monitored closely through a behaviour support plan. This close monitoring will continue until the targets of the plan have been met over two consecutive weeks. If there is still no improvement after an agreed time, there will be a further meeting where an Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP) will be put in place (see page 8 for further details). External agencies, for example, the Re-engagement Unit, may also become involved.

Remember: every day is a new start.

Behaviour monitoring

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.

Children who are regularly 'losing' Dojos will be supported in improving that situation by various strategies. The senior leadership team will record all incidents where five Dojos have been 'lost' and the information is then used to analyse patterns and find ways to further improve behaviour.

The Incentive Policy is 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.

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 management, 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 is 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 Management sessions
- Circle of Friends intervention
- Indoor play provision
- Nurturing groups
- All about me 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. Classes or groups of children can also be mentioned in the Achievement book and assembly. The lead mealtime supervisor will have an Ipad and is able to award Dojos to children during lunchtime.

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.

The Lead mealtime supervisor must inform the Head Teacher or Deputy Head Teacher if they have concerns about a child's behaviour out in the playground.

The Learning Mentors run indoor play sessions on the Mount Pleasant site, targeting children who have been identified as needing support or as struggling to cope 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</p> <p><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: 5 'lost' Dojos slip



Striving for Dojos

Unfortunately, _____ from _____ class has **lost 5** or

more dojo points so far today.



Please can this be followed up before the end of the school day.

Many Thanks,

_____ (print name of adult)

Date:

Appendix Three: 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

Unacceptable

Name-calling

Teasing

Spitting

Pushing

Fighting

Kicking

Hitting

Lying

Screaming

Arguing

Dropping litter

Destroying property

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 Four: 12 strategies for building a strong classroom culture (adapted from D Lemov)

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