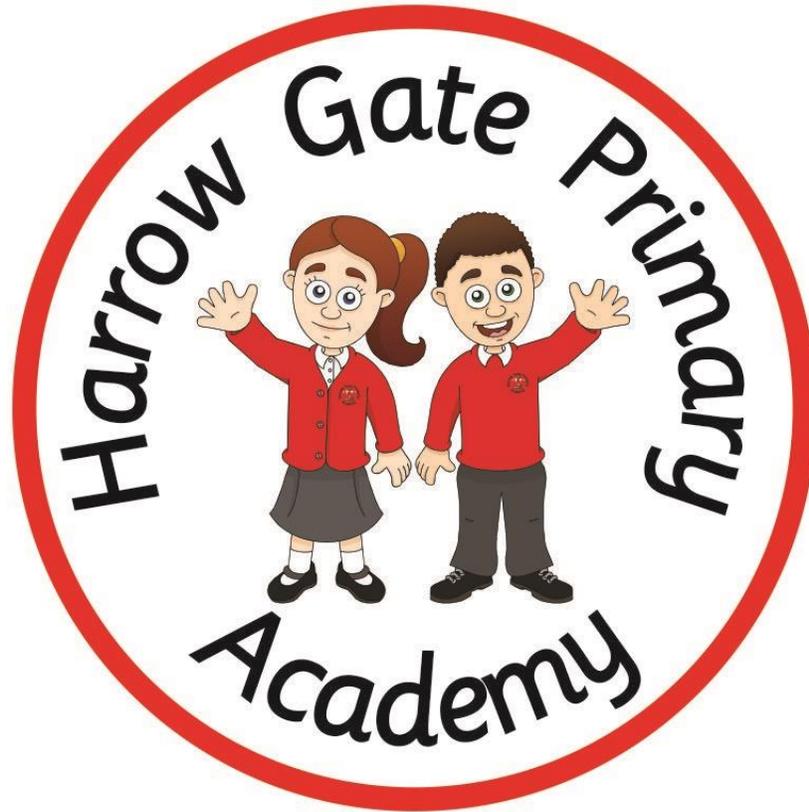


Owner	Vicky Galt
Date Updated	September 2017



Behaviour Policy

The ART of Harrow Gate Primary Academy

Mission Statement:

All children will be proud, spirited, successful learners with the aspiration and desire to succeed.

What is the A R T of Harrow Gate Academy?

Achievement: Children meet the *challenge* and *high expectations* in learning through *dynamic engagement*.

Resilience: Children are *courageous* and *passionate* in their approach to learning, which fosters *self-belief and pride*.

Trust: The Harrow Gate *family* work as a *team* with *honesty, respect, loyalty and effective communication* to ensure success for all.

Introduction

All children attending Harrow Gate Primary Academy have the right to achieve their potential academically, emotionally and socially. It is the responsibility of all staff, with the support of parents and governors to create an environment through which this is possible. Every child will feel valued through consistent reward and praise. Our school sets high expectations for academic achievement and behaviour. It is our mission that all children will be proud, spirited, successful learners with the aspiration and desire to succeed.

Our core values underpin all that we do:

Achievement, Resilience and Trust.

All areas in school are to be well organised and have clear routines established. These routines need to be conveyed clearly to pupils and parents to create a shared understanding and commitment to our Behaviour Policy.

Aims

The aims of this policy are to:

- Ensure that everyone is clear about their role when managing children's behaviour
- Make the children more aware of acceptable behaviour in any given situation
- Allow all children equal opportunities to learn
- Allow all adults in school the equal opportunities to fulfil their role
- Reward and encourage those children who behave
- Reward and encourage good behaviour
- Use sanctions where appropriate and in accordance with this policy

Responsibilities

Teacher

The teacher (or responsible adult) is specifically responsible for the behaviour of the children in their class.

They will ensure that:

- Their teaching is organised and is in keeping with the statements in the teaching and learning policies
- The teacher is fully familiar with the children's needs and has made every effort to be positive, motivational and inspiring - minimising the risk of poor behaviour during lessons
- The teacher will be involved with any outside agencies working with families in his / her care.
- The teacher carries out the contents of this policy in a fair and consistent manner and expects that children behave appropriately at all times

Pupils

- Pupils will demonstrate a positive attitude towards their own and others learning
- Pupils will follow instructions and do as they are asked
- Pupils will talk politely to each other and staff, using good manners at all times
- Pupils will care for each other and show respect to others
- Pupils will take care of their surroundings and the belongings of all
- Pupils will take responsibility for their actions and be honest at all times

SLT

- Will ensure that the members of their team are following the learning and teaching policies
- Will help and advise members of their team with the delivery of the contents of this policy
- Will ensure that all staff are following the contents of this document
- Will help, support and advise staff as and when necessary
- Will have the responsibility of recommending excluding a child from school (though the Vice Principal is the only one who can actually make the final decision in the absence of the Principal)
- Will ensure that all resources are available for the running of this policy
- Will hold regular meetings with parties concerned to review the effectiveness of this policy

Teaching staff and Teaching Assistants

- Staff are expected to **teach** the skills needed to meet the behaviour expectations **explicitly**, through planned opportunities that reinforce the **school rules**. This will **always** occur immediately after every school holiday.

- Staff are expected to plan engaging and appropriately differentiated learning opportunities to avoid pupils becoming frustrated and disengaged.
- Staff will ensure that they provide an exemplary role model to the pupils through:
 - The language they use,
 - Their tone of voice at all times,
 - Their standard of dress,
 - Their own conduct towards others,
 - Their observance of school rules and routines,
 - Their own classroom organisation and routines,
 - Their caring attitude and sense of humour
- Staff will be positive and consistent in their approach, making clear our high expectations of behaviour.

This will be achieved through;

- Regular teaching of the school rules and high expectations
- Consistent use of agreed school rewards
- Consistent use of agreed school sanctions
- Consistent use of the language of the school rules being used to reprimand pupils, for example;
 - Pupils are asked the rule they have broken and why we have rules.
 - The consequence of your actions will be...
 - Your consequence will be...

Other Staff

- Will ensure that as employees of Harrow Gate Primary Academy they are fully aware of the contents of this document and their role in its delivery

The Parents

- Will celebrate their child's achievements with him / her and show an interest in their school life
- Will support their child with learning at home through regular reading, spelling and times table practice
- Will ensure that their child respects their learning equipment at home, for example, Reading record, homework and spelling books
- Will ensure that their child is sent to school in the correct school uniform at all times
- Will support the school in its decisions regarding behaviour and will work with the school to improve it
- Will act promptly at the request of the school by letter or telephone in the instance of a discipline or behaviour problem
- Will ensure that their children arrives at school on time and only when prior notice given may the child leave early
- Will return their child immediately if he / she leaves the premises
- Will ensure that work given during exclusion is completed and returned to school
- Will closely supervise their child during exclusions from school and not allow them to come within the vicinity of the school

The Schools Code of Conduct

Our expectations are that adults and children will:

- Listen to each other
- Care for people and treat them with respect and politeness
- Disagree without losing their tempers
- Ensure that other people are not put at risk by their actions
- Respect other people's views
- Care for other people's property and the whole school environment

We expect children to show good learning behaviour by:

- Remembering only to put their hands up when they have been told to do so
- Staying on task during lessons
- Taking pride in all of their work by ensuring that it is presented correctly
- Taking pride in their learning through caring for their learning environment
- Coming to school prepared for learning (bringing book bags, reading records, complete PE kit, completed homework)
- Making sure that they are showing the correct listening behaviour and using active listening skills
- Responding to questions appropriately by trying to think of answers, making best attempt at answering or saying 'I don't know'.

In the classroom we expect children will:

- Get on with their work responsibly and complete it to the best of their ability
- Share and use materials sensibly returning them to the correct place
- Let others get on with their work
- Listen to and follow instructions
- Participate fully with a good attitude
- Help other children by not distracting them

In school children are expected to:

- Wear school uniform. No make-up, nail varnish or jewellery (except small ear studs)
- Bring to school and wear the correct P.E. kit
- Wear only watches and safety studs if they have pierced ears. Safety studs MUST be removed for P.E.
- Not bring valuable items to school
- Keep all mobile phones in the class lock box

Moving into and around school children are expected to:

- Arrive at school on time
- Walk quietly and smartly
- Enter another classroom in an appropriate manner, first knocking, then entering and waiting to be spoken to
- Respect learning in all areas of the school

In assembly children are expected to:

- Enter and leave assembly **silently**
- Sit smartly during assembly, listen carefully and try hard to contribute when they know answers

At playtimes children are expected to:

- Stay on the appropriate yard or area of the field
- Not play dangerous games
- Include anyone who wishes to play a game
- Stand still when the whistle blows. When the second whistle blows, line up quickly and quietly

- Eat fruit provided or agreed healthy snacks. Ensure that the rubbish is placed in the bins
- INDOOR PLAY – follow the instruction of the appropriate adult as to the activities that are available
- Use playground equipment correctly, sharing with others and putting it away afterwards

At lunch time children are expected to:

- Line up when the whistle is blown
- Walk into the hall with the dinner supervisor and wait quietly
- Eat dinner sensibly, staying in their seat until they have finished eating
- Walk quietly out of the hall and go back to the yard / field
- Follow all of the playtime rules

During after school activities:

- Wear the correct kit
- Follow instructions from all adults
- Stay with the adult at all times
- Treat school property with respect
- Speak to each other politely and show good sportsmanship

If a child does not follow the schools behaviour policy during after school activities they will be given a warning. If this behaviour continues they will be asked to leave the club and could be subsequently banned from other activities.

School Rules

Our pupils are expected to follow our simple rules that are displayed in every classroom and around the school. These rules underpin our code of conduct. **(School Rules Poster)**

- We will follow instructions
- We will talk politely and use good manners
- We will care and show respect to others (NEVER hurting anyone)
- We will look after our school and the belongings of all
- We will be honest and take responsibility for our own actions
- We will have a positive attitude towards our own and others learning

If any child is not following these rules a consequence will be given

If children follow these rules a reward will be given

Rewards

All staff recognise the importance of praise and celebration of achievement. Therefore as well as verbal praise, stickers and quick notes home, we also use the following rewards:

Class Dojo: This is a daily personal reward for behaviour and learning.

- The children will be rewarded with Dojos to reflect their positive behaviour for learning / exceptional achievement. These are to be given to the children plentifully.
- The child with the highest total for the week will select a prize from the SUPER DOJO draw



Parents can keep a check on their child's achievements through their own personal log in.

Rainbow Award: half termly recognition for consistent behaviour for learning

- The children who maintain a 100% dojo score for the half term are rewarded with a coloured badge for each half term and a treat.
- The aim is to get a complete rainbow after 6 half terms and these children are rewarded with a significant reward.

Praise Pads: Daily rewards from all staff:

- Children receive a praise pad note from staff in acknowledgment of any achievements or celebration wanting to be shared.

Achievement award: Linked to the A.R.T of Harrow Gate.

- Children are given recognition of achievements that are linked to Achievement, Resilience and Trust. These are awarded by all staff.
- Children receive a certificate, sticker and wrist band
- Celebration assembly where parents are invited to join their child in revelling in their glory
- The children receive a trophy and HT Award gift

Attendance:

- Children with 100% attendance receive a photograph and certificate in the acknowledgment of their super attendance.

In class *incidental* rewards that are age appropriate.

Consequences

Every LESSON must be a fresh start for the child.

- Consequences will be applied when the rules are not followed
- Reasonable requests and sharing of the consequences with the child for continual disobedience will precede them. (**Consequences poster**)
- Adult administering the sanction MUST explain clearly why there was a need to use it and the child should be able to clearly see the stage they are at – Using the consequence poster and Class Dojo used to record stages 1 - 4
- Adults MUST clearly explain their expectations of the acceptable behaviour in any given situation.
- Staff are responsible for supervising any pupil to whom they give a consequence of loss of break / lunch time
- Staff are responsible for keeping the children's individual cohort file up to date with any concerns or incidents.

Teachers should feel free to use strategies appropriate to the age and make-up of the class as well as those they feel comfortable with. The following list is intended as a suggestion:

- Asked to change activities
- Separated from those they usually work with
- Taken aside and spoken to quietly by a member of staff. Together discuss what has happened and talk about consequences of the child's actions
- Finish work in their own time
- Loss of playtime / lunch time
- Forego privileges
- Rectify or make good any damage to equipment or property
- Parental discussion

If the rules are broken the following stages MUST be followed consistently.

Stages need to be followed consecutively unless the behaviour is extreme!

Stage 1 WARNING – 1st – a reminder and gentle refocus to learning if the child is off task.
2nd – Verbal warning making it clear as to expectations and consequences
3rd and final with firm and clear expectations. - **Stage 1 DOJO LOSS**

Stage 2 TIME OUT - Time out from workplace and other pupils, **in the classroom** - **Stage 2 DOJO LOSS**
EYFS- 3 mins
KS1- 5 mins
KS2- 10 mins

Stage 3 TIME OUT - Time out **in another class within the same team** **Stage 3 DOJO LOSS**
EYFS – 5 mins
KS1 – 10 mins
KS2 – 15 mins

Stage 4

* If a child has an Individual Behaviour Plan then this must be followed by all staff to ensure positive behaviour returns.

At this stage the child will be removed from the class by the adult support available in the year group. This adult will walk the child to an area of school that is calm, quiet and focused so that they can support the child in identifying their behaviour needs, managing their emotions etc

Once the child is calm , this can be as short or long as it needs to be, the adult supports the child back into the lesson and their learning.

Removal process:

- No communication or interaction until they are calm.

- When they are calm refer back to the rules and behaviour. Talk through next steps and positive behaviour expected in the lesson.
- Escort the child back to the class and reintegrate them back into the class so that they are able to access their learning with clear behaviour expectations.
- If the child is not calming or showing they are ready to reintegrate into the class after 30mins then radio a member of the SLT.
- If a child becomes / is extremely volatile then a **stage 5** is appropriate.

It is the responsibility of the teacher to inform parents after a Stage 4 Sanction. This can be in person or a phone call. It MUST be recorded on CPOM.

Stage 5

Removal to a member of the Senior Leadership Team

Decision as to behaviour consequence. Internal exclusion or fixed term exclusion.

- Parents to be informed by SLT member
- **RED letter** to be sent.
- ½ day spent in Internal Exclusion

A child may go straight to the SLT for the following:

- Abusive, threatening language and or behaviour towards another person.
- Malicious damage
- **Serious** fighting
- Proven theft

FAST TRACK: Pupil sent to SLT for:

- Rude or abusive behaviour
- Behaviour that puts others in danger

A severe incident may include one or more of the following:

- Endangering themselves or others
- Swearing at a member of staff
- Observed hurting another deliberately
- Refusal to comply with the 'consequence' instructions in the above stages.

Behaviour including any of the above may result in:

1. Pupil being sent to a member of the SLT
2. Parents immediately called to school
3. Inclusion team informed
4. Internal exclusion of the pupil
5. Governors informed
6. If parents are not contactable then the PSA will be called to deliver an internal exclusion letter to the parents directly
7. If behaviour is extreme and poses a threat to staff or pupils and parents are not available to remove their child from the premises, the police will be called

Returning pupil after fixed term or internal exclusion – the pupil's behaviour will be closely monitored for a fixed *period of time*.

*Repeated poor behaviour may result in a **Permanent Exclusion***

Exclusions

These are at the discretion of the Principal. Each serious misdemeanour will be considered and exclusion will depend on the severity and frequency. Harrow Gate Primary Academy undertakes internal / fixed term exclusions should the need arise.

Internal exclusions

Internal exclusion means that a child is excluded and removed from the school part of the building and school support staff will supervise. Work will be set for the child. Parents will be informed about the incident, the internal exclusion and the amended school times.

Excluded for a fixed period of time.

This is where a child is removed from school for a limited time period. The period can last from 2 – 5 days. Parents will be informed in writing of the reasons for exclusion. A date for the pupils return to school must be specified at the time of exclusion. The letter must inform the parents they have the right to appeal to the Governing body and LEA within 7 days.

This course of action will be taken by the Principal / Vice Principal. The chair of the Governing body will be informed at the time of exclusion.

It is important to remember that exclusion only occurs when all other avenues have been explored and the pupil continues to demonstrate extremely aggressive behaviour or is not prepared to co-operate in any way. The child's parents will have to be informed of the possibility of exclusion during consultation periods.

Permanent Exclusions

The same procedure must be adopted as for the fixed term exclusion. The Principal must:

- Inform the LA on the day of exclusion by telephoning the Administrative assistant – Appeals and Exclusions team.
- A copy of the letter to the parents must be sent, first class, to the above person

The letter to the parent should:

- Explain that the exclusion is permanent
- Give the reasons for the exclusion
- Mention any previous warnings, fixed term exclusions or relevant information
- Inform the parents of their rights to make written and oral representations to the Governing body.

Any exclusions, whether fixed or permanent, are recorded on and cannot be removed from a child's records.

Individual Behaviour Plans

All staff at Harrow Gate Primary Academy are committed to inclusion and are aware that a small number of our most vulnerable children will find it challenging to meet the expectation of the Behaviour Policy and in this instance it is necessary for the highlighted child to have an Individual Behaviour Plan (IBP). These children are to be highlighted by the class teacher to the Inclusion Team and where appropriate an IBP can be created through close consultation with the classroom staff, parents, other professionals involved with the child and the child. The intention of the plan is to support the child in trying to meet the expectations of the Behaviour Policy by adapting the stages in the policy, laying out clear step by step expectations and consequences to behaviour and including specific rewards which all meet the individual child's needs. It is vitally important that ALL staff exactly follow the plan so as to ensure there is consistency in the approach to managing the behaviour of this vulnerable group.

The IBPs are written by a member of the Inclusion team and it takes two forms:

- An adult overview of the IBP which is shared with all school staff, professionals involved with the child and the parents so that everyone has an understanding of how to approach meeting the child's needs throughout the school day. These plans are available in the classroom at all times in the SEN file for any staff to access as well as on the staff shared network. There is an expectation that any supply staff make themselves familiar with the plans on entry to the class.
- A Child's IBP which breaks down the plan into child friendly wording, including pictures. The child's plan shows both the expected and unacceptable behaviour and the consequences. These plans are available for the child in the class at all times and is to be referred to throughout the day, each day to reinforce the positive behaviour.

These plans are reviewed fortnightly by the Inclusion Team in their meetings where the Inclusion Workers provide information about their observations and share any discussions they have had with the class teacher or TA. If changes need to be made then this will happen at a meeting with all appropriate people present.
(Saved in Behaviour file, Shared Network)



Behaviour Plan

Name of child:	Parent / Carer name: Contact number:
Start date:	Review Date: fortnightly on a Wednesday
Context: (background, successes, issues)	
<u>Successes:</u>	
<u>Issues:</u>	
Aims:	
Key People:	
How do we ensure the child accesses learning in their class?	
What is the procedure if the child does not meet expectations of behaviour?	

Harrow Gate Primary Academy

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Tel: 01642 673984 Fax: 01642 608945

E-Mail: harrowgate@harrowgateacademy.org

Website: www.harrowgateacademy.org

Principal: Mrs J. Warburton

Vice Principal: Mrs V. Galt Associate Vice Principal: Mr C. Story



IMPORTANT INFORMATION

Parent/Guardian of.....

Date.....

It is school policy to inform parents if their child's behaviour is not acceptable. The reason we do this is so that parents can speak to their child about their behaviour choices in school.

Unfortunately, your child has been sent to me today reaching stage..... of our behaviour procedures. This means that your child has been given a warning, had time out within the class away from his/her classmates, been sent to another class, been sent to the team leader and finally sent to me.

After speaking to his/her class teacher it seems that your child

I would request that you come in to school on..... to discuss setting up an individual behaviour plan for your child. This plan will monitor your child's behaviour for a set period of time. Also it would be supportive if you could come into school at the end of each day to speak to the class teacher about your child's progress on this plan and how you can best support your child's behaviour at school.

Currently our main concerns are:

- *Not following instructions*
- *Engagement with his/her learning*
- *Disturbing the learning of others*
- *Using violence towards other children*
- *Being disrespectful*

Should we continue to have concerns regarding his/her behaviour at the end of this period we will arrange a meeting to discuss the next steps with you.

As a consequence of your child's behaviour today they will spendout of class tomorrow.

I would appreciate you taking the time to speak to your child about his/her behaviour in school to ensure this does not occur again. Should you wish to discuss this matter further please arrange an appointment to see me.

Yours sincerely,

*Mrs V Galt
Principal*

Positive Handling Recording Incidents

***If a child is required to be positively handled then the following staff are to be called:
Tracey Wilson, Ema Jackson, Vicky Galt, Gemma Holloway***

All uses of physical restraint should be recorded. It is important that there is a detailed written record of any occasion where force is used. It may help prevent any misunderstanding or misrepresentation of the incident and will be essential in the event of a complaint.

We keep a record of all incidents in which force is used by a member of staff to control or restrain a pupil. Immediately following any such incident the member of staff concerned should report the matter orally to the Principal, Vice Principal or team leader and provide a written report as soon as possible afterwards.

This should include:

- The name (s) of the pupil (s) involved, when and where the incident took place
- The names of any staff or pupils who witnessed the incident
- The reason that force was necessary (e.g. to prevent injury to the pupil / another pupil / member of staff)
- How the incident began and progressed including details of the pupils behaviour, what was said by all parties, steps taken to defuse/calm the situation, the degree of force used and for how long
- The pupils response and outcomes of the incident
- Details of any injury suffered by the pupil, another pupil, member of staff and any damage to property

This report is to be passed to the Principal for the incident file.

Parent/carers will be informed of an incident involving their child as soon as possible.

Following an incident of positive handling there should be the opportunity for both pupil and teacher to discuss the event with a senior member of staff.



School Rules

- ✓ We will follow instructions
- ✓ We will talk politely and use good manners
- ✓ We will care and show respect to others (never hurting anyone)
- ✓ We will look after our school and the belongings of all
- ✓ We will be honest and take responsibility for our actions
- ✓ We will have a positive attitude towards our learning and others

To be the best we can be





Consequences

- Stage 1** **Warning**
1st, 2nd and then final
- Stage 2** **Time out in the classroom**
EYFS = 3 minutes
KS1 = 5 minutes
KS2 = 10 minutes
- Stage 3** **Time out in another classroom**
EYFS = 5 minutes
KS1 = 10 minutes
KS2 = 15 minutes
- Stage 4** **Removal**
Parents are informed
- Stage 5** **Internal Exclusion / Fixed Term Exclusion**
Removal to the Principal / Senior Leadership Team
Parents will be informed and a 'Red letter' sent home





At Stage 5 other consequences may include:

- Spending half a day in another classroom
- Isolation from children in school
- Parents working in school with you
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

Staff may also give additional consequences if appropriate. These may include:

- Asked to change activities
- Separated from those you usually work with
- Finish work in own time
- Loss of playtime / lunch time
- Forego Privileges
- Rectify or make good any damage to equipment or property
- Parental discussion





Rewards

Class Dojo: Daily reward

- You will be rewarded with Dojos for positive behaviour for learning / exceptional achievement.
- Highest total for the week will select a SUPER DOJO prize.



Rainbow Award: half termly recognition for consistent behaviour for learning

- If you have a score of 100% dojo for the half term you are rewarded with a coloured badge and a treat.
- The aim is to get a complete rainbow after 6 half terms and you will be then rewarded with a WOW treat.



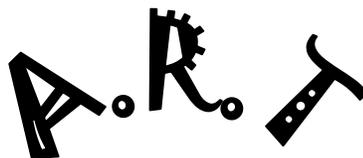
Praise Pads: Daily rewards from all staff:

- You can get a note from your teacher to celebrate any achievements that you can share with your family.



Achievement award: Linked to the A.R.T of Harrow Gate.

- All staff will celebrate in assembly successes you have linked to: **Achievement, Resilience and Trust.**
- You will receive a certificate, sticker and wrist band
- Your family are invited to join you and revel in your glory





Harrow Gate Primary Professional Charter

Everything we do is underpinned by the education of the children.

- We listen without interrupting.
- We respect decisions made in our absence.
- We use positive body language when communicating with others.
- We share our concerns with the relevant person.
- We are open, honest and respectful.
- We are one teaching team.
- We greet everyone around school with a smile and 'hello'.
- We are all responsible for a clean and tidy school.
- We hold the door for others.
- We always use our manners.
- We respect learning at all times around the school.
- We respect all staff roles and responsibilities.
- We follow the agreed school dress code.



Staff Behaviour Check List

- ❖ Be consistent – yet unexpected!
- ❖ Keep an orderly classroom – firm boundaries mean security for everyone.
- ❖ Be fair.
- ❖ Keep your cool.
- ❖ Speak softly – only raise your voice occasionally and firmly.
- ❖ Look out for the good...wrap positivity around criticism.
- ❖ Remember you don't know what happened to that child last night...never assume anything did!
- ❖ Be real, too much praise isn't always helpful!
- ❖ Keep alert and have eyes in the back of your head!
- ❖ Remember, every child learns differently!
- ❖ Give the benefit of the doubt.
- ❖ Be generous and forgiving.
- ❖ Be warm but not familiar.
- ❖ Watch your own behaviour.
- ❖ Look after yourself.
- ❖ Be flexible and creative.
- ❖ Have fun and enjoy yourself!

