

# Behaviour Policy



**#Discover YOUR Incredible**

Adopted	Sep 2019
Lead	TS, KG & HH
Reviewed	



**THE HARMONY TRUST**  
BELIEVE • ACHIEVE • SUCCEED

# Contents

Introduction

Minimum Expectations

Praise and rewards

Consequences for poor behaviour

# Introduction

This behaviour appendix adds detail to "The Harmony Trust Behaviour and Anti-Bullying Policy" which is adapted in full by Cottons Farm Primary Academy.

Reference should be made to that policy in addition to the information in the appendix that follows.

When putting together this policy, reference has been made to the EEF Guidance Report released in July 2019 and to Charlie Taylor's Checklist.

The principal behind our policy is captured in the following statements.

- Relationships matter. We want our teachers to know and care for the pupils in their class. We want the pupils to know that their teacher cares for them.
- Boundaries are important. Pupils need to know what behaviour is appropriate and what behaviour is inappropriate so they can adapt their behaviour.
- Consistency is key. Expectations must be the same for all pupils; however how you help pupils realise these expectations needs to be different.
- Routines need explicit teaching. Calm and well-ordered classrooms are important, but they won't be learnt by osmosis the teacher needs to take time to teach them.
- Targeted intervention is necessary. There will be times when pupils need extra support to meet expectations. It is recognised that events in pupils lives can cause certain unwanted behaviours and as a school we will support pupils through these struggles.

# Minimum Expectations

The orderly running of the school is premised on the following "minimum expectations"

- To always try our best with our learning
- To respect everyone & everything in our school
- To be honest

The "minimum expectations" have been agreed by the school council and are closely linked to the British values of democracy, the rule of law, individual liberty and mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith.

If children follow these expectations, they can gain rewards. If pupils do not follow these expectations, there are consequences set out in this policy. The aim of all consequences is twofold

- To help pupils moderate their behaviour
- To ensure the orderly running of the school

## Praise and rewards

We promote an ethos where children's learning is a reward in itself so the children are not only driven by external praise. However, there are times we would like to celebrate their successes, therefore we use many reward strategies in school, for example:

- Smile - the most common reward to recognise that the child is making the right choices.
- Verbal praise - public recognition for correct behaviour choices/or good work.
- Written feedback in books - comments made for super work.
- Stickers - these may be distributed either for good work or behaviour.
- Good work can be shown to the class, another class, another adult in school or copied to send home
- Dojos, notes or texts can be sent home to inform parents of good work/behaviour.
- Collective whole class rewards, for example 'marbles in a jar' or stickers for a chart for positive behaviour, hard work or meeting class targets. A full jar or a chart leads to a whole class treat or special time as agreed between the teacher and the children.
- Each week children from each class are chosen for awards in our Celebration Assembly, where they receive certificates for effort and good behaviour.
- Carrots. These are awarded for showing courtesy and respect to others in school and work towards earning a whole class treat.
- Good to be green certificates in assembly at the end of each half-term.

## Consequences for poor behaviour

We have a 'No Shouting' policy, we expect adults to talk to children calmly about their behaviour. Dealing with disruptive and rule breaking behaviour is a graduated approach, from the least to the most intrusive.

Every child starts their day on a positive note with their name on green on the Class Chart and the children soon learn to associate minimum expectation is broken, and verbal warnings ignored, their name is moved down the chart.

Stage	Place on Chart	Behaviour	Action
Verbal Warnings	Name stays on green	Low level disruption.	Remind the child of 'the right thing' to do.
Cool off time in class	Name moves down to yellow	Continuation of low level disruption or more serious first-time offence.	Time out in reflection corner/zone/table in class for 5 minutes.
Cool off time in partner class	Name moves down to orange	Continuation of low level disruption (despite class reflection time) or more serious first-time offence.	<p>Pupil sent with orange card (with reason for card written on the back) to partner class and spend 5 minutes (KS1)/ 10 minutes (KS2) in the class reflecting on their behaviour.</p> <p>At the end, the partner teacher will sign the card and the pupil will return to normal class and welcomed back by class teacher.</p> <p>Class teacher will record the giving of an "orange card" on CPOMs</p>
SLT support	Name moves down to red	High level first time disruption.	Sent to Headteacher/ Inclusion Manager/ Assistant Headteacher

		<p>Refusal to leave for partner class when requested.</p> <p>Continuation of low level disruption (upon return from partner class).</p>	<p>to remain with them for the rest of the session.</p> <p>Red card will be communicated to Parents.</p> <p>Always recorded on CPOMs by class teacher</p> <p>1<sup>st</sup> red card - end of day conversation with parent (be sure to give them the option of coming into the classroom to talk in private)</p> <p>2<sup>nd</sup> red card - another conversation with the inclusion manager also present to offer an support/ address any issues.</p> <p>3<sup>rd</sup> card - conversation with SLT and teacher</p> <p>4<sup>th</sup> card - Advice will be sought from behaviour support or referral made to the SENDCo for Educational Psychology input if necessary.</p>
Exclusion or exclusion	N/A	<p>Serious physical or verbal assault.</p> <p>Continuous defiance/ low level disruption</p>	<p>In line with the Trust policy, The Principal reserves the right to use temporary and permanent exclusion.</p> <p>To be recorded as per Trust and Local Authority guidance</p>

Teachers may use other strategies that are reasonable and proportionate to any behaviour incidents. This may include but is not limited to

- Keeping pupils in at break/lunchtime to finish work
- Moving a pupil in the classroom
- Asking another adult in school to speak to the child

### **Break time Behaviour**

The children are reminded that the standards we expect in the classrooms are also expected outside.

1st step - child will be asked to stay with adult on duty for 5 minutes.

2nd step - if poor behaviour continues at playtime then the child will be referred to a member of SLT. The SLT reserve the right to use all reasonable and appropriate consequences in order to stop poor behaviour this includes but is not limited to

- Breaktime seclusions
- Lunchtime seclusions
- Breaktime plans

Depending on the severity, behaviour at breaktime may need to be recorded on CPOMs. If unsure, consult a member of SLT.

## Lunchtime Behaviour

If children are involved in unacceptable behaviour during lunch time, the following sanctions will be used. The sanctions are listed in a step process with the ultimate consequence being permanent lunch time exclusion.

1st step - child will be asked to stay with an adult on duty for 5 minutes

2nd step (or first step for serious behaviour - child will be taken to seclusion accompanied by a member of staff.

Often, seclusion will take place the following day. Seclusion will last for the entirety of lunchtime. They must always be communicated to parents (by phone call or in person) as a step to ensuring the behaviour does not reoccur.

The seclusion must be recorded on CPOMs by the SLT member of lunch duty that day.

If a child has multiple seclusions in a half-term, a member of SLT will meet with the parent/s of the child and decide on an appropriate course of action. This may include

- Lunchtime plans
- Use of lunch bunch and friendship group
- Voluntary home dinners (only where parents agrees this will be a useful strategy)

## Pupils with persistent behaviour problems

Where pupils are persistently or seriously breaching the minimum expectations, the school's response will be as follows

- The pupil will be placed on a watchlist. Red on the watchlist means a child is at serious risk of exclusion. Orange means the child is at some risk of exclusion.
- Every child on the watchlist will have a wellbeing plan. This is a plan that will involve all adults who work with the child, SLT, parents and the child themselves. The purpose of the plan is to change the child's behaviour.
- Each plan will identify key adults who can help that child - especially when they are experiencing a behavioural crisis.
- Whenever there is a serious incident for a child on a plan, the incident will be reviewed to ensure the plan has been followed. The plan will then be reviewed to see if it needs to be changed.

Whilst we endeavour to help all pupils to meet our minimum expectations, where plans are not working and efforts have been exhausted the school, in line with Trust policy, reserves the right to use temporary and permanent exclusion.