



Harden Primary School

Positive Behaviour Policy

Date of issue:	Next review date:	Date ratified by Governing Body:	
September 2023	September 2024	October 2023	
	Print name	Signature	Date
Head of School	Leanne Ruddock	<i>L Ruddock</i>	17.10.23
Executive Head	Kirsty Hutchinson	<i>KH</i>	17.10.23
On behalf of Governing Body	Jenni Mayo	JMayo	17.10.23

Rationale

- This policy outlines the purpose and nature of the school's positive approach to behaviour management.
- The implementation of this policy is the responsibility of all the governors, staff, parents and children. **Visitors, volunteers and guests** will also follow the policy. This policy will also include extended areas of the school day, such as sports clubs and events in and out of school. Pupils, Adults and other stakeholders will be expected to display these three principles throughout all interactions in the school. These will be shown through the school's 'Six Ways to Shine'.
- We lay great emphasis on our core values and on being the **best person** we can be; positive behaviour for learning will be rewarded and is actively encouraged.
- At Harden Primary, we work to create a caring, inclusive community in which we can provide for the social, emotional, spiritual, academic and physical needs of all our learners, regardless of status, gender, race or ability. We look for and encourage positive behaviour and accept that rules, routines, rights and responsibility are an integral part of a caring school community. We want to encourage individuals and groups to understand what is commonly agreed as 'Ready', 'Respectful' and 'Safe'. These principles will underpin all parts of this policy and the practices within the school.
- We believe that all members of the school community have **rights** and we encourage all in the school to take personal **responsibility** for their attitude and actions when adhering to rules and routines.
- The governors, staff, parents, children, volunteers and visitors all need to work in partnership to encourage excellent behaviour and will promote and follow Harden's Home: School Agreement.
- In implementing this policy, we aim to encourage children to develop a positive approach to life. We strive to take account of community, family, and cultural backgrounds of children in school and to be sensitive to them. We see community involvement as a two-way process in which different viewpoints are considered and respected. Whilst certain behaviour may be deemed unacceptable this will be explained to the child in a positive manner.
- Self-Help Strategies: Pupils will be taught self-help strategies as part of the PSHE curriculum and My Happy Mind, these will include;

Happy or 7:11 Breathing

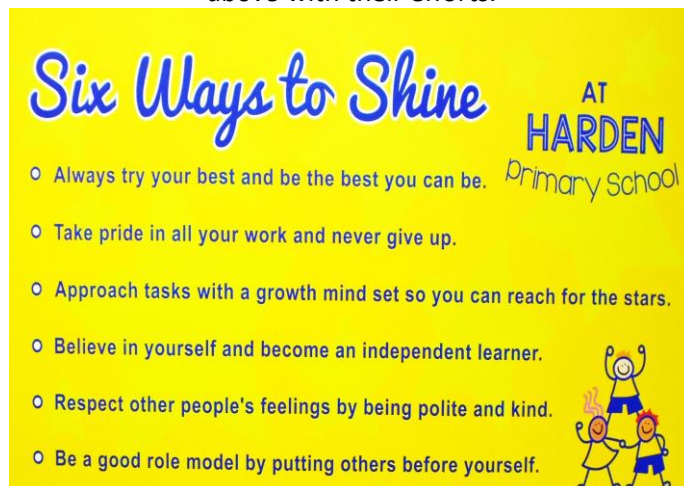
- Breathe in for a count of 7 and out for a count of 11

Mantras

- I can choose to walk away
- I am in control of myself
- I can stop myself
- I have a bigger goal than this
- I am okay
- I can choose to be calm

Recognition

All recognition will be linked to the 'Six Ways to Shine' and how the pupil has gone *over* and *above* with their efforts.



Badges

The children are awarded badges on 'Marvellous Me' for demonstrating 'Six Ways to Shine'. The badges are shared with the children 'in the moment' and shared with parents who have access to their child's profile on the app. All staff across the school can award badges and these can be across all areas of the curriculum and school day, including lunchtimes. A Sticker, highlighting which of the 'Six Ways to Shine' that has been shown can also be awarded at the same time for Reception and Key Stage 1 children.

Recognition Messages

The children are sent recognition messages home on 'Marvellous Me' for demonstrating 'Six Ways to Shine'. The messages explain how a child has gone over and above to 'shine' and can include photos of work to exemplify the message.

'Star of the Week'

'Star of the Week' badges are awarded to children who have demonstrated 'Six ways to Shine' in an exceptional manner. These are shared in a weekly celebration assembly, that parents are invited to, with a certificate. The teacher will type/write the reason for their choice and stick this on the back of the certificate. Any work referred to, will be shared with the parents via Marvellous Me.

Headteacher Award

A small group of children across school per week may be awarded a 'Headteacher Award', linking to the Six Ways to Shine. Headteacher Award certificates are presented in Celebration Assembly on Friday each week.

The Headteacher will type the reason for their choice and stick this on the back of the certificate. Any work referred to, will be added to Marvellous Me/ QR code.

Whole Class rewards

When the whole class have managed to have their *over* and *above* expected behaviour recognised during the week, the class will add a star to the class Shining Star. When the class have achieved 10 stars on their class Shining Star, the pupils in that class are given an extra reward, which will be decided on a term-by-term basis by the class as a collective.

'Star of the Term/ Year'

'Star of the term' badges are awarded to children who have demonstrated 'Six ways to Shine' in an exceptional manner consistently for a full term. These are shared in an end of

term celebration assembly, that parents are invited to, with a certificate. The teacher will type/write the reason for their choice and stick this on the back of the certificate. Any work referred to, will be shared with the parents via Marvellous Me. The children will then take part in additional trip with the Headteacher, such as a visit to the Garden Centre or go out for an ice cream. 'Star of the Year' children are awarded their special certificate and balloon in the end of the year assembly. These children are also invited on a special Headteacher trip.

Adult Support

Adults May:

- Remind the pupil about the expectations of Six Ways to Shine and remind the pupil of a time it was seen before.
- Ask the pupil to remain for 2 minutes at the end of the lesson to discuss further.
- Seek support from other adults in school if required.
- Give themselves/the pupil time and space to calm if necessary to be.

Extremes of unsafe behaviour

If a child displays extremes of unsafe behaviour towards themselves, others or school property,

in some cases, the Executive Headteacher may choose to suspend the pupil, or in extreme cases, permanently exclude the pupil. This may include internal suspension, lunchtime suspension or suspension at home. Where suspension at home is selected, parents/carers and the Local Authority will be informed of the decision.

Suspension or exclusion is always used as a last resort and only if the school have exhausted other means to support the pupil to regulate their emotions or modify their own behaviour.

These extreme behaviours might include (although not exhaustive):

- *Verbal abuse to adults – comments, swearing or suggestions which could cause deep offence or physical abuse/violence towards other pupils or adults
- *Persistent racist or homophobic remarks or behaviour
- *Persistent and deliberate hurting of other pupils
- *Persistent defiance to adults, both verbally and non-verbally or persistent disregard for other people's/school property
- *Continued unsafe behaviour, where themselves or other could be injured or continued disruptive behaviour

Each case will be treated individually according to the circumstances and the action taken in one case will not set a precedent for any other. Where the school is considering a permanent exclusion, the pupil's parent/carer will be informed and advice will be sought from the Local Authority. Appropriate action will be taken as a result of the advice sought. Parents/carers will be expected to pay for any deliberate damage carried out by their child to either equipment or to the school building.

Restorative Follow-Up

After a reminder/period of dysregulation, adults will assist the pupils involved with a Restorative Follow-Up. In order to facilitate this conversation, the adult will ask the following:

What happened?

How did you feel?

How did they feel? (if appropriate)

What do you feel needs to happen to repair this now?

What do you feel needs to happen to avoid this happening in the future?

The member of staff will then record the outcome of the discussion and action taken as a result on CPOMS.

Appendix 1: Links to other policies and Legislative Practices (Including SEND)

SEND Pupils and Individual Behaviour Plans

For some children, the whole school behaviour system is inappropriate and alternative strategies will be employed. These will be discussed between the SENDCo, class teacher and parents/carers. In some cases, the SENDCo may seek support from Behaviour Support Services and the pupil will be placed on the SEND Register at 'Below age-related expectations' or at 'School Support' as a result. They will then have a Personal Learning Plan and/or Risk Assessment written for them, outlining their personal behaviour targets and strategies in place. (See SEND Policy for more details)

Reasonable adjustments

At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social, Emotional and Mental Health Needs (SEMH);
- Adverse Childhood Experiences (ACEs);
- Special Educational Needs and Disabilities (SEND).

Leaders and teachers within the school, with the support of the Special Educational Needs Coordinator (SENDCo), will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural norms.

They will be guided by the Education, Health and Care plans (EHCPs) for those pupils who hold them, or by personal learning plans (PLPs) for those with additional needs but without an EHCP.

Leaders will make their best endeavours to ensure that pupils with additional needs are supported to meet the expectations and behavioural norms.

Reasonable adjustments might include, but not limited to:

- preview of new behavioural norms and perhaps a visit to school
- additional support for the arrival and exit to school
- additional support to adhere to break and lunch time norms
- re-teaching behavioural norms
- adapted resources to teach behavioural norms
- adapted communication of reminders around Ready, Respectful and Safe

For pupils with special educational needs and/or disabilities, a risk assessment will be completed to ensure risks are mitigated in a safe way. Support plans will be updated as a result.

Mental Health and Wellbeing

Harden Primary recognises the importance of supporting children with their mental health and wellbeing as this directly impacts on their behaviour and their ability to access their learning. As a result, children may access a range of interventions in school with our pastoral team in order to help them to regulate their behaviour and encourage better mental health. These include social skills groups and sessions to help them to manage difficult situations and emotions. We offer these in both a 1:1 or small group situation.

Harden Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and

Promoting Children's Welfare and this policy should be read in conjunction with the policies listed below:

- Whole school anti-bullying policy
- Child Protection Policy
- Care and Control policy
- SEND Policy

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

Behaviour and discipline in schools

Searching, screening and confiscation at school

The Equality Act 2010

Keeping Children Safe in Education

Use of reasonable force in schools

Supporting pupils with medical conditions at school

It is also based on:

The Special Educational Needs and Disability (SEND) Code of Practice

Equality statement

At Harden Primary, all pupils are of equal value and we celebrate diversity. We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled or have special educational needs
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their age

If discriminatory behaviour is found to be occurring towards any pupils who fall into any of the above protected categories, the Bullying Policy will be followed.

Zero-tolerance approach to bullying, sexual harassment and sexual violence

The school will ensure that all incidents of bullying, sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for bullying, sexual harassment and violence may include:

- Involvement of parents
- Missed playtimes or lunchtimes
- Fixed term and permanent exclusions

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help

- Refer to children's social care
- Report to the police Please refer to our Child Protection Policy for more information.

CPOMS

All incidents of behaviour will be logged onto CPOMS by the member of staff who has dealt with/witnessed the incident first-hand. Members of the SLT and the appropriate staff members will be notified about the behaviour. Any actions will be followed up by the designated member of staff.

If required, the Head of School/class teacher may contact the parent by phone to discuss an incident further.

Off-site behaviour

Pupils are reminded that when off-site, they are still representing the school.

Reminders around the principles of Six Ways to Shine may be implemented, if a pupil has displayed dysregulation or unsafe behaviours whilst off-site. This may include when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. educational visit)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Reminders may also be implemented where a pupil has shown dysregulation/unsafe behaviour off-site at any time, whether or not the conditions above apply, if the dysregulation/unsafe behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Reminders will only be given on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised educational visit).

Reasonable force

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school.

Powers of search

Again, on extremely rare occasions, it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or any stolen property. This property will be retained and returned to parents or pupils as appropriate. This is related to the principle of the safety of all members of the school community.

Allegations of abuse

Allegations of abuse will be taken seriously and will be dealt with quickly in a fair and consistent way that provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Serious action will be taken against pupils who are found to have made malicious accusations against school staff, including fixed-term suspension or permanent exclusion.

Appendix 2: Definitions

Dysregulation is defined as:

- Disruption in lessons, in corridors between lessons, or at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Non-compliance with adult safety or learning instructions

Extremes of unsafe behaviour is defined as:

- Repeated breaches of the Six Ways to Shine
- Any form of bullying (See Anti-Bullying Policy)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of any person (including the pupil)