

Harrison Primary School Behaviour Policy

COLLABORATION

HONESTY

EQUALITY

RESPECT

RESPONSIBILITY



‘The Harrison Learning Tree’

We believe that **all** children should feel safe, happy and secure in school at all times. We want **all** children to develop positive attitudes about themselves, others and towards their learning. Our policy is very much based on positive expectations. The Harrison Learning Tree underpins all we do – our focus on citizenship, attitudes to learning, responsibility and excellence provides a structure by which children and staff can understand themselves as learners and become more responsible for their attitudes to learning and behaviour so that they become genuine **‘Lifelong learners, with open minds’**.

Our five Values: Collaboration, Honesty, Equality, Respect and Responsibility are shared by the whole community; these are explicitly taught to give pupils an understanding of positive relationships and self-regulation, respect for others and the importance of a sense of community where everyone is valued and respected for the contribution that they make.

Each class has developed a **‘Class Charter’** linked to the rights & responsibilities of everyone in school. These reflect our whole school expected attitudes to learning and behaviour of:

- **Citizenship** – For example: Setting a good example to others, especially those younger than ourselves, treating everybody in our school with courtesy and respect
- **Attitude to learning** – For example: determination to challenge oneself and focus on a task
- **Responsibility** – For example: being organised and making the right choices
- **Excellence** – for example: completing a task to a high standard, mastering a new skill,

and the ideal that we will try our best in all that we do and will ask for help if we need it.

Positive learning behaviours must be taught; everyone within our school community must have an understanding of expected attitudes to learning and behaviour that enable all pupils to learn. These behaviours must be modelled and understood by all stakeholders and facilitated by excellent classroom practice. Excellent attitudes to learning and behaviour are fundamental to success in the classroom. We will recognise the needs of individuals but have high expectations for all pupils.

The **United Nations Convention of the Rights of the Child** is at heart of our school and thus underpins our ethos, curriculum, attitudes, learning behaviours and class management. We strive for continuous improvement and excellence in our provision to ensure that all children can succeed.

We believe that pupils learn best when expectations for learning and behaviour are clear and rewards and sanctions are followed through and applied fairly.

We believe that it is vital that children should be rewarded for their effort and achievements. We celebrate achievement, attitudes to learning, effort and good behaviour and use these acknowledgements as role models for other pupils. We therefore operate a reward system in each year group that allows children to earn merits, stickers and certificates for good or improved work or learning, effort, excellent social skills and interaction or meeting an agreed behaviour target. We strongly believe that **all** children have the right to succeed and we enjoy celebrating each other's successes.

As a school we believe in positive encouragement and reinforcement of expectations. We will always avoid confrontation. Acknowledging when 'children get it right' is fundamental to our culture. We do this in several ways:

Verbal and Written Praise - all class teachers reward their children verbally during the school day and do this by acknowledging which attitude to learning and/or behaviour they have displayed so they understand specifically what they have done well.

Stickers, 'well done' notes and postcards - all class teachers have a system of stickers to reward children for one of the 4 elements of the Harrison Learning Tree. Acknowledgement from Year Leaders is commonly used.

Positive telephone calls home - when a child has worked particularly hard or achieved a special target, the class teacher, Head teacher or Head of School may telephone the child's parents to share this success with them.

Merits - children throughout the school work towards earning merit points for displaying positive learning behaviours. There are different levels of achievement: Bronze, Silver, Gold, Platinum and the Head Teacher's Award. Children are presented with a certificate for achieving each of these awards. Each Friday at Celebration Assembly every year leader nominates a child who has gone 'above and beyond' in one of the four elements of the Harrison Learning Tree. The children in each class vote for their 'citizen' of the week and this child will be awarded the red citizenship leaf for their class in celebration assembly.

Certificates & assemblies - merit certificates will be presented in year group assemblies each week. Other certificates such as sports and music awards that recognise achievement will be presented in Friday Celebration Assemblies. Each year group in turn also has the opportunity to share particularly great pieces of work or information with the rest of the school.



We recognise that all children make mistakes; they are learning to become lifelong learners after all. Pupils learn best in calm, purposeful, focused classrooms however when things go wrong we use these as opportunities to try to put things right, using restorative strategies. When children struggle to follow the Charters and expectations, there are clear procedures to be followed, which are:

Early Years Children create their class charters as they settle into school and these are used to reinforce expectations for attitudes to learning and appropriate behaviour.

Each class will celebrate positive learning behaviours from the Harrison Learning Tree star' by recognising a 'Star of the day' awarded for citizenship, attitude to learning, responsibility or excellence.

Expectations for appropriate behaviour are made clear through verbal explanations; as children mature and the academic year progresses inappropriate behaviour will be managed in line with the whole school policy.

Key Stages 1 and 2:

Verbal reminder

Normally all that is required is a verbal reminder when a child behaves in an inappropriate way that is not complicit with our expected attitudes to learning and behaviour.

Scripted interventions

We use 'scripted 30 second interventions' to help children to resettle to expected ways of working or behaviour. These positive interventions work in many scenarios and provide an opportunity for teachers to deliver their clear message to a child to get back him/her back on track, with everyone's dignity intact.

Thinking time

If a child persists in causing disruption, then they will be given the opportunity to have 'Thinking time' out of class. This gives them the opportunity to reflect on, and correct their behaviour before returning to class. The **year leader** will often be involved; sometimes it is necessary for this to be with one of the leadership team. We would expect all children to be able to return to class after a short while and continue with their work without further disruption.

Name in the class behaviour record

If the child continues to disrupt the teaching of the lesson, then their name will be placed in the class record in order to remind them to correct their behaviour. Incidents such as interruption, distraction, answering back, swearing, calling out and ignoring adults' requests are examples of behaviours that disturb teaching and learning. These are regularly monitored by the Head teacher and Head of School and will result in contact with parents in order to find a way of supporting children to present with more positive attitudes to learning.

Communication from the class teacher

If a child is frequently getting verbal warnings and their name is in the behaviour record several times, then a phone call will be made to the child's parents to invite them in to discuss their child's behaviour.

Year leader involvement

Sometimes it may be necessary for the Year Leader to become involved in supporting a child to settle back to class. The Year leader will work closely with a family to plan a solution.

Coaching conversations

Where a child may need further support with their behaviour we use coaching conversations to involve the child in planning steps for success to help them to build their self-regulation skills. Coaching conversations play a central role in supporting children's development of autonomy, emotional literacy, and self-efficacy. The coaching conversations approach guides rather than directs, helping children to become the authors of their own behaviour and choices in a supportive, respectful context.

Head teacher/Head of School/Assistant Head

The Executive Head teacher, Head of School or Assistant Head will become involved when a child cannot settle back into class and continues to hinder the teaching and learning of their peers. Parents will be informed by phone call made to invite parents in. Depending on the frequency and severity of the problem the options of outside agencies, suspension and exclusion will be discussed.

Suspension

Suspension is used only in the very rare instances where all other strategies have been tried and a child is making no progress with improving his or her behaviour. Violent or abusive behaviour will be treated very seriously and can result in a suspension. Although we believe that suspension is a last resort and may not be an effective strategy for bringing about change, it does, in some circumstances, give the child time to reflect and become calm. It also provides the school with time to modify provision and put in place adaptations in the physical or learning environment to try to improve practice and prevent further incidents.

The safety of staff and pupils is paramount. Behaviours which would constitute a serious breach of this policy and therefore trigger consideration of permanent exclusion are:

- Persistent bullying/harassment of pupils or staff
- Persistent racial offences
- Assault on pupils or staff
- Sexual assault or persistent sexual harassment
- Serious/and or persistent damage to school property.

A fresh start

To ensure that every child is motivated to be the best learners that they can be with excellent behaviour, we will endeavour to ensure that the sanctions which they may have received on a given day will not continue into the next. This will allow every child to have a fresh start each day.

Parental support

We believe that parents are their child's first educators and expect that parents will want to work in partnership to reinforce positive attitudes to learning and expectations of behaviour; we would expect parents to support our Behaviour Policy. Safety for all is our priority at all times.

Children with learning support plans

At Harrison we recognise that not all children learn in the same way and some have additional SEND needs, which makes learning more challenging for them to manage. In these circumstances, it may be appropriate for these children to have a learning support profile. This document identifies the child's strengths, challenges and strategies that work best to support the child manage the learning demands of the classroom. These are written with the child before being shared with parents and all staff who teach them.

Children with Individual Behaviour Management Plans (IBMP)

At Harrison we recognise that not all children learn in the same way. On occasion it may be appropriate for those who need additional support to manage their behaviour to have an IBMP which will be agreed with parents. In some cases children with individual behaviour plans may work towards slightly different rewards than those set out in the whole school policy in order to support them in their learning.

Our overall aim is to produce a safe, happy and secure learning environment for all our children. We want all children to be valued as individuals, earn the respect of others and develop excellent attitudes to learning. Equally important is their responsibility as Harrison citizens who are honest and take responsibility in managing their own behaviour.



All children have the right to learn and a responsibility to ensure everyone else can too.

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