

Harlow Inspirational Learning Trust



Behaviour Policy

March 2024

### **Aims**

1. To develop self-discipline and self-control in the individual child.
2. To enable the children to be on-task with their learning and achieve their potential.
3. To enhance the child's self-esteem.
4. To encourage responsibility and accountability for own behaviour.
5. For children and adults to know the difference between right and wrong.
6. To encourage the individual child to recognise and respect the rights of others.
7. To develop cooperation as well as responsible independence in learning.
8. To promote the values of honesty, fairness and respect.
9. To encourage and enable rational conflict resolution.
10. To work with a whole school approach in order to achieve self-discipline.
11. To maintain the calm, positive ethos in the school recognised by all who visit.
12. For all children and adults to feel and be safe and secure.
13. For all children and adults to enjoy being part of the organisation and to feel valued.
14. For all children and adults to understand and accept the school's values and boundaries of acceptable behaviour and to live within them.
15. For rules, rewards and punishments to be fairly and consistently applied.
16. For all to understand their 'rights' and 'responsibilities.'
17. To develop resilience and be able to deal with disappointment.

18. To develop and have respect for all adults and children in the school. To have respect for property.
19. To develop and have high self-expectations and aspirations.

### **A Positive School/Classroom Climate**

In our school we try to teach children how to behave, to increase self-confidence and esteem and in some cases to change their behaviour patterns by example and with a positive approach.

We use a wide range of reward techniques. This list is not exclusive.

- \* Star charts
- \* House Points
- \* Merits/Head Teacher commendations
- \* Smiley faces
- \* Stickers
- \* Continual praise for good work
- \* Praise in front of the class
- \* Good work assemblies
- \* Award Assembly Certificates
- \* Star of the Day/Week
- \* Children are sent to the Head Teacher / Assistant Heads / Head of Years with good work for a reward sticker.

We believe that the "tone" of the school and classroom is very important.

We like to provide the children with a pleasant learning environment.

The schools are very well maintained. They have modern, good quality furniture and resources.

We display equipment attractively and make it accessible to the children giving each thing a home.

We maintain a high quality learning environment and like to display the children's work to give the children a sense of pride in their work and the school environment.

We recognise that the way we deal with situations, including the verbal and body language response which we use, may influence the future behaviour of the child.

Young children who need training in various forms of behaviour require respectful treatment, by the adults staying calm but speaking and acting firmly.

We believe that children learn best when:

- they feel confident, secure and happy
- the children are confident enough to 'risk take'
- they are affirmed and encouraged
- the focus of their learning is made clear
- the learning tasks and experiences give opportunities for some success
- the learning programme caters for mixed abilities
- our dialogue with the children is positive, and careful to concentrate on their present ability and present behaviour
- learning includes group tasks as well as individual learning tasks

### **Marking Work/Feedback to Work**

We have standardised, age appropriate systems of marking within the school to avoid confusion for the child.

Marking is always done in a positive, encouraging way, seen as a way to move learning forwards by both the child and the teacher.

Marking children's work is seen as an integral part of a child's learning and appropriate amounts of time are made for marking.

Marking may well be verbal.

### **What is discipline?**

Discipline is not the control of children - many children are not easily controlled.

Discipline is leading, guiding, encouraging and instructing children within a framework of rights, responsibilities and rules.

### **The 3 R's**

- Rules
- Rights
- Responsibilities

## **The Rules**

Every society, organisation, club, family and school operates according to a set of rules.

In our schools the rules are made and understood by discussion between teachers and other adults working within the school and the children.

This is important otherwise how will the children know what the rules are and how to keep them?

The rules of the school and class, once discussed and agreed upon at the beginning of the academic year, will be displayed in the class written in a positive way (the Class Charter).

They will be owned by all adults and the children.

The rules are based on the rights of each person in our school and our community.

## **The Rights**

Every person has certain rights at school:

- A safety right

The right to be and to feel safe in the classroom and in the playground.

- A learning right

The right to learn in a reasonable learning environment without interference.

- A treatment right

The right to be treated with dignity, to be treated fairly and as a social equal by other children and adults regardless of religious, cultural, racial or sexual differences.

- A movement right

The right to move about in school at certain times and in a certain manner.

- A communication right

The right to express themselves to share ideas and opinions and to ask questions.

- A problem solving right

The right to expect a settlement of problems and to be able to tell their side of the story in a dispute.

## **The Responsibilities**

Rights are never enjoyed automatically. For these rights to work everyone must take on the responsibility of abiding by the school rules.

Each individual knows that they are responsible for the way in which they behave.

In order for everyone to follow the rules they must understand them and what the consequences will be if they break them. **The consequences therefore need to be:**

- Fair
- Certain
- Known in advance
- Logical, related to the action

Logical consequences lead to the child developing self-discipline by taking responsibility for their own actions.

They need to be as soon as possible and short term. e.g:

Right	Action	Consequence
Movement	Running	Go back and walk
Safety	Inappropriate use of scissors	Child loses the right to use the scissors until they can use them safely.
Learning	Disrupting teaching and learning.	Child loses the right to work with the group or maybe even the classroom.
Safety	Hurting/Injuring another child/adult	Apologise to child. Lose right to playtime. Depending on incident-suspension/exclusion.

## **Restorative Justice**

Our schools should be places where adults model respectful, caring and compassionate language with each other and children.

If you misbehave there are consequences to other people ... whether you are caught or not. We will listen to your side of the story and then we also expect you to put things right.

People need to:

Be able to express their views and feelings and have them taken into account.

Take responsibility for choices and be accountable for the impact of those choices.

## **Guidelines for Consequences**

- Make the consequence as close to the time and place of the infraction as possible.
- Give the child the opportunity to be involved in the solution/decision making-if appropriate.
- Administer consequences with calm interest [don't get mad, get sad!].
- Give the child the opportunity to develop a new plan of behaviour.
- Let them make their own value judgements.
- Adults model problem-solving techniques.
- Allow the child to feel empowered to resolve their own problems with positive self-control.

## **Key Themes for Restorative Practice**

- Unique Stories—Everyone has a different perspective on any given experience or issue [awareness of self and others -empathy].
- Thoughts influence feelings [managing of feelings and self-awareness].
- Harm and Affect—Conflict and wrong-doing impact on people and cause harm. This harm needs to be repaired [empathy, social skills].
- Needs—In the event of harm everyone involved will have similar needs [empathy, motivation, social skills of co-operation and problem solving].
- Ownership of problem-solving and decision making—those harmed/affected need to find ways forward for themselves [motivation, empowerment, goal setting, self-awareness].

## **Restorative Practice**

- Focuses on the harm that has been done.
- Ensures both the victim and offender have a 'voice'.
- Is solution focused in finding a way to 'fix/sort' things.

- Helps students develop 'cause-and-effect thinking'.

### **Values embedded in Restorative Practice**

- Respect
- Inclusion
- Being accountable
- Impartiality
- Taking responsibility
- Positive relationships
- Non-judgmental
- Collaboration
- Empowerment
- Emotional articulacy

### **The Zones of Regulation**

This is a system that we operate in the schools.

The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach our children to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. In every class during our weekly lessons, the children explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones.

To deepen children's understanding of how to self-regulate, the lessons set out to teach children these skills:

- how to read others' facial expressions and recognise a broader range of emotions
- perspective about how others see and react to their behaviour
- insight into events that trigger their less regulated states, and
- when and how to use tools and problem solving skills.

### **Values Education**

A pivotal strategy in HILT's Ethos/Culture is our 'Values Education.'

Each month there is a different 'Value' promoted in the schools.

This Value is discussed in assemblies and followed through in class, in the playground and everywhere in school. All staff are aware of the month's Value. Team points are awarded for children 'observed' living the Value, children observed 'going against' the Value will be given the opportunity to reflect and improve upon their behaviour.

The 'Value of The Month' is clearly displayed around the school.

These Values are linked to the UN 'Rights of the Child.'

### **In The Playground**

There are a set of rules agreed between the staff and the children about playground rules.

If a child breaks the rules they will lose a right and take the consequences.

If a child breaks or demonstrates willful disregard for any equipment they lose the right to play with it and will take time out in the playground. Deliberate damage to school property will be charged for.

Most behaviour problems can be dealt with in school. But in the case of a persistent problem it may be necessary to inform and involve the parents in the behaviour modification programme.

Occasionally it may also be necessary to involve outside agencies as well e.g. Educational Psychologists/Specialist Teacher Teams.

### **Behaviour Management**

Individualised behaviour support plans will be put in place for children who require them in consultation with parents/carers.

### **Child on Child Abuse**

Child on child abuse will not be tolerated and will be dealt with in the appropriate way depending on the situation. This could be via the Behaviour Policy or safeguarding system.

### **Bullying**

HILT will not tolerate bullying in any form.

"Research suggests that bullying not only causes considerable suffering to individual pupils but also has a damaging effect on the school atmosphere" (Elton 1989)

The dictionary defines a "bully" as "a person who uses strength or power to coerce others by fear."

It must include any behaviour which denies others' respect, including racial discrimination, general racism, sexism and child abuse by adults and children.

Every incident of bullying will be followed up in our schools and the victim will feel supported. In this way the likelihood of a recurrence is reduced.

Where appropriate, we inform the parents of the victim and the bully of the incident and the actions we are taking, the reasons underlying the actions and ways in which they can support and reinforce our methods.

We will never, 'bully the bully' as this will only give credibility to their behaviour.

All members of staff will be aware of our behaviour policy, including that of bullying, and will follow the school procedure.

1. We will always listen to and follow up any complaint by a child.
2. We will always listen to "the other side of the story."
3. We will follow through with the consequences of the bully's action if necessary.
4. If a pattern of bullying is emerging we will keep a record of it and inform other members of staff to do the same.
5. If the bullying persists we will contact the bully's parents and involve them in a behaviour programme to try to break the habit of the bullying.
6. We will encourage peer disapproval.

For the victim

1. We will encourage the victim to walk away from the situation and to report it to an adult.
2. We will encourage the victim to stay calm and not to lose their temper. (Crying, yelling and running away gives free entertainment to the bully)
3. We encourage the children to shrug off or ignore casual taunts and walk away.
4. We will always reassure and comfort the victim.

### **Persistent bad behaviour / low level disruptive behaviour**

Cases of any persistent or low level, disruptive behaviour preventing teachers from teaching and other children from learning will not be tolerated. We will try to correct the behaviour within school using the strategies below:

#### **Behaviour management in FS and KS1**

- Children should realise that misbehaviour will be dealt with and that their undesirable actions will have consequences, which they must accept.
- Pupils should expect fair and consistently applied sanctions for unacceptable behaviour.

Positive behaviour is always recognised and highlighted as a good role model. Children should of course learn to appreciate the difference between right and wrong.

Unacceptable behaviour will be dealt with as follows:

- Firstly, we use positive praise of other children around the disruptive child.

- A visual/auditory warning may suffice for low/mild level disruption.
- If disruption continues, the child may be asked to sit and work alone for the remainder of the session.
- If the disruption continues while working alone, the child will be sent to another class and the parents may be informed.
- If the disruption continues in a designated class, the child will be sent to the Foundation Stage or Key Stage 1 Manager then the parents will be contacted.

For serious breaches of behaviour e.g. racist language, biting, physical violence, swearing, derogatory language, the child will go to a senior member of staff and may lead to a suspension/exclusion. All of these behaviours are unacceptable.

**\*Red and Yellow slips may sometimes be used with Key Stage 1 Children.**

## **KS2 Behaviour Management**

### **Warnings**

With most cases in the classroom or on the playground, a warning will be issued to give the child an opportunity to modify their behaviour. There is an expectation that the older children (Year 5 & 6) will not need warnings. Therefore, slips may be issued without a warning.

**Yellow Slips-Class-Issued for any unacceptable classroom behaviour.**

**Red Slips-Issued for unacceptable playground behaviour.**

**After two slips parents will be contacted. For more serious incidents parents will be informed immediately.**

If the inappropriate behaviour continues and the warning is ignored then yellow/red slips will be issued and the incident logged by their Head of Year. Parents may/may not be informed at this stage, so that the children can learn to take responsibility to improve their behaviour for themselves. However, should the incident be deemed as serious or dangerous, then parents will be informed.

Once **two** yellow or red (or a combination) of slips have been issued, parents will be informed.

Further yellow or red slips after this point will lead to meetings with the class teacher and Head of Year as set out below. Should behaviour continue to be inappropriate/unacceptable or if further serious incidents occur then the suspension/exclusion process set out below may come into action.

After **three** and after **four** behaviour slips have been issued, the parents will be called in for a meeting with the Class Teacher and Head of Year/Phase Leader, in order to discuss future strategies.

After **five** behaviour slips have been issued then a letter will be given to the parents at a meeting with a senior member of staff present, warning that a suspension will occur should a 6th behaviour slip be issued.

**Six** behaviour slips leads to an automatic suspension according to the incremental system below.

### **Suspensions/Exclusions**

It is with regret that ongoing and sometimes one off seriously bad behaviour will sometimes be met with temporary suspension/permanent exclusion.

For ongoing/unimproved bad/disruptive behaviour there is an incremental system of suspensions possibly leading to permanent exclusion. This is as follows:

Number of Slips	Days Suspended	Total Days Suspended
6	1	
7	1	2
8	3	5
9	3	8
10	5	13
11	5	18
12	10	28
13	15	43
13	Permanent Exclusion	

We will always try to inform parents by telephone or letter that their child is 'at risk' of a suspension. However, this may not always be possible-such as a serious 'one off' incident.

### **Unacceptable behaviours that might lead to a suspension/exclusion include:**

(Taken from DFE lists)

- Persistent disruption to learning
- Physical Violence
- Threats of violence
- Serious lack of respect for others or property
- Racial or sexual harassment
- Persistent bullying of any kind
- Misuse of any e-devices including mobile phones
- Antagonistic/devious/provocational behaviour

- Any form of discriminatory harassment
- Child on Child Abuse

Please see below for further clarification

Behaviours	Impact	Consequence
Constant calling out in class	<ul style="list-style-type: none"> <li>➤ Stops teacher from teaching to deal with child.</li> <li>➤ Teacher loses train of thought.</li> <li>➤ Interrupts teaching/learning.</li> <li>➤ Curriculum not covered.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Y5/Y6 Warning or slip will be issued.</li> <li>➤ Lower KS2- Warning or slip will be issued.</li> <li>➤ FS/KS1 behaviour charts used.</li> </ul>
<p>Disrespectful, defiant, behaviour, insolence.</p> <p>Answering Back</p> <p>Seeking confrontation</p> <p>Refusing to do what told to by teacher/adult.</p>	<ul style="list-style-type: none"> <li>➤ Sets wrong tone for class.</li> <li>➤ Other children upset by this behaviour.</li> <li>➤ Undermines teacher.</li> <li>➤ Interrupts flow of lesson-disrupts learning for other 29 children.</li> <li>➤ Impacting on other vulnerable children.</li> <li>➤ Making children fearful.</li> <li>➤ Causes parental complaints.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Red/Yellow slip immediately.</li> <li>➤ Removed from the class to work within another area of the school</li> <li>➤ Serious disrespect-sent home/suspension.</li> </ul>
<p>Openly lying.</p> <p>Stealing</p>	<ul style="list-style-type: none"> <li>➤ Takes time to sort out issues.</li> <li>➤ Impacts on teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ If proven-Red/Yellow slip</li> <li>➤ Possible suspension/exclusion</li> </ul>
<p>Poor attitude towards adults/learning.</p> <ul style="list-style-type: none"> <li>• Verbal</li> <li>• Body language</li> <li>• Actions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lack of respect to others.</li> <li>➤ Impact on rest of class.</li> <li>➤ Disruption to teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Depends on incident</li> <li>➤ Warning/Slip(s)</li> <li>➤ Removed from the class to work within another area of the school</li> </ul>

		➤ Possible suspension/ exclusion
Serious Issues outside of school whilst in school uniform	Reputational damage Loss of teaching and learning time	Slip/warning/police informed/suspension- depending on incident
Online issues	Reputational damage Loss of teaching and learning time	Slip/warning/police informed/suspension- depending on incident

If a disproportionate amount of time is spent by teachers/other staff sorting out issues- additional slip/s will be issued.

### **Additional Consequences**

Any child receiving slips for the above will have the privilege of representing the school e.g. in sporting events, or positions of responsibility e.g. School Council Representative, removed.

Children who persistently demonstrate that their behaviour does not meet the school's standards or is deemed unsafe may not be able to take part in school trips, including any residential.

### **Merits/Head Teacher Commendation**

Children will be awarded Merits for one off/ongoing positive/good behavior.

Once a child has 10 Merits they earn a Head Teacher's Commendation certificate and will have their name published on a school Newsletter.

### **Kid Stop**

This policy applies at our 'wrap-around' care, Kid Stop. (Lilac coloured merits/slips will be used.)

## **Working with Parents**

When a child demonstrates persistent and ongoing problems we will involve the parents at the earliest possible time, aiming to work closely together for consistent boundaries and behaviour management of the child.

Daily home/school diaries may well be used for two way, honest and open communication between home and school.

It is vital that the child perceives that the parents and school are working together and that the parents are backing the school.

Frankness and honesty between parents and school are vital for helping the child. Parents must respect the school for their experience, knowledge and professionalism, the school must respect the parents for their knowledge of the child.

More Formal Systems-Referrals to other agencies-e.g. Child and Family Consultation Service, Family Solutions, Social Services, Educational Welfare Officer, School Play Therapist.

## **Individual Needs**

All children will have their individual needs addressed and taken into consideration within the context of this policy. Reasonable adjustments will be made according to individual needs, both to ensure fairness and to ensure we meet our legal duties under the Equality Act 2010 and SEN Code of Practice 2014.

## **Confidentiality**

Under no circumstances will punishments issued to children be discussed with other parents. Therefore, we respectfully request that parents do not ask to avoid embarrassment.

Parents should trust and respect a teacher's professional judgment and have confidence in the measures set out in this document.

## **Pupils' Conduct Outside the School Gate**

Where/when appropriate, the school will become involved in any inappropriate, non-criminal behaviour/bullying that takes place off the school site, in line with the guidance in 'Behaviour in Schools' DFE-Feb 2024.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;

- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school. The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

### **Search/Screen/Confiscate**

If it becomes necessary for the school to search/screen/confiscate any item from a child, it will be done in line with the DFE guidance, 'Searching, Screening and Confiscation' DfE - July 2022.

The following is a list of prohibited items:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers, including e-cigarette devices
- fireworks
- pornographic images
- any article that the member of staff 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).

Headteachers and authorised staff can search for any of the above items that are banned by the school rules.

### **Use of reasonable force**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. For example, reasonable force may be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain (using positive handling) a pupil at risk of harming themselves through physical outbursts.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

Reasonable adjustments will be made according to individual needs, both to ensure fairness and to ensure we meet our legal duties under the Equality Act 2010.

For further information on the use of reasonable force in schools, see [DfE guidance](#).

### **Raising Concerns/Issues with the School**

If parents wish to raise a concern/issue with the school, it is expected that they do so with the class teacher in the first instance. A brief overview of the processes that must be followed-Parents-‘Raising Issues with The School’- can be found on the school website.

### **Sources of information**

- Behaviour in Schools guidance DfE - Feb 2024
- Searching, Screening and Confiscation DfE - July 2022
- [‘Use of reasonable force’ DfE-July 2013](#)
- [‘You know the Fair rule’ - Bill Rogers](#)
- ‘Primary Life’ - Blackwell
- Values Education
- Zones of Regulation
- The Staff

ME/MD/SC/CL March 2024

Approved by the HILT Board

William Cairns, March 2024