



HARBINGER PRIMARY SCHOOL

Behaviour Policy

October 2020

Updated in September 2020 with reference to the full reopening of school post-lockdown

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1. Aims

At Harbinger Primary School, we set and encourage high expectations of behaviour for all of our children and communicate this clearly to parents. We work closely with families and are relentlessly positive in our approach.

We aim to nurture an ethos of 'togetherness' by informing parents at the earliest opportunity of successes and concerns in order to enable children to participate and engage fully at school, home and the local community, in order for them to become responsible citizens.

This policy aims to:

- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave
- Outline what we consider to be unacceptable behaviour, including bullying
- Outline our system of rewards and consequences
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

2. 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
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- The special educational needs and disability (SEND) code of practice.

3. School Values

Our agreed school values are:

- **Learning:** An entitlement to relevant and purposeful learning, high expectations and outcomes, widening horizons and raising aspirations
- **Well-being:** An ethos of personal development and emotional intelligence, excellent care and guidance, intrinsic motivation to discover routes to happiness and success
- **Togetherness:** An environment founded on equality and inclusion, rights and responsibilities, an awareness of belonging to our immediate and global communities

4. Expectations

Our values of **learning**, **well-being** and **togetherness** underpin everything we do in order that children thrive in primary school and beyond. Each of our values encompass characteristics of effective learning and these principles are reinforced in our practice.

In conjunction with our values, we aim to encourage and develop a growth mindset in all the adults and children who are part of our school community (see ‘Mindset’ by Carol Dweck, 2006). To this end, we use language that promotes the idea that time and effort are key to learning and that everyone is capable of improvement.

At Harbinger, we expect children should....		
Learning	Well-being	Togetherness
<ul style="list-style-type: none"> • show interest • work well with others • concentrate • take risks • learn from mistakes • be active learners • ask and answer questions • show resilience - keep on trying if they encounter difficulties • enjoy achievements • show initiative • take pride in their learning • challenge themselves to do their best • show initiative and effort • know the purpose of activities - seek or deepen understanding • making connections with other learning and experiences • take responsibility for their learning behaviour • be organised • attend well 	<ul style="list-style-type: none"> • show empathy and compassion • notice others and make them feel appreciated • take responsibility for their actions • show respect to others and themselves • attend well – coming to school every day and on time • make good choices to keep healthy and safe • be prepared for learning • ask for help if things go wrong • accept and celebrate differences • be honest • know their own value • be confident 	<ul style="list-style-type: none"> • treat everyone fairly • support and include others • listen to others • speak politely • be honest and trustworthy • play safely and welcome others • show kindness to all • take collective pride in the school • work well with others in effective partnerships • understand and accept differences • seek support before things go wrong • share and take turns • look after school property • build positive relationships
<p><i>Children will then learn well, feel well and value being together</i></p>		

5. Encouraging Positive Learning Behaviours

At the beginning of each school year, children and their class teachers establish the rules and standard of the expected behaviour in class and around the school. They consider the school values and these are promoted at all times throughout the school day - during lessons, playtimes, assemblies and circle times.

Every week, we will focus upon a different school value. Classes will consider a learning behaviour from the list and highlight this during the school day. This behaviour target will be on display in each classroom and children will be aware of why they have this target and how they can demonstrate positive steps towards improving this learning behaviour.

Positive behaviour will be acknowledged with:

- A smile/thumbs up
- Genuine praise that is specific to the behaviour/attitude demonstrated by the child
- Being nominated to share examples of their best work/behaviour in sharing assemblies/newsletter/Twitter
- Communication with parents
- In some cases, stickers may be awarded as a physical acknowledgement or extra playtime
- Positive experiences (i.e. marble jars)
- In some cases, Class Dojos

6. Managing Behaviour

When pupils present challenging behaviour, we try to understand why they behave in the way they do and deal with children in ways that are sensitive to the individual. We understand that they are trying to communicate a need. Acknowledging a pupil's feelings makes the pupil less likely to seek negative attention.

We believe children behave best when they are consulted, involved, respected and motivated. Therefore, we try to enable children to better understand themselves and to then develop strategies which will help them to make positive choices regarding their learning and social behaviour and attitudes. We aim to achieve this by building on their own intrinsic motivation, in preference to using punishments, threats or short-term rewards. However, within this, we ensure that pupils understand that there are consequences to their actions and behaviour.

When managing challenging or unsafe behaviour, we:

- Always remain calm and objective
- Anticipate inappropriate behaviour and try to prevent it from occurring

- Use 'rights respecting language' to encourage children to think about the rights of others
- Use Restorative Approaches to help the pupil understand their impact on others
- Make the distinction between the behaviour and the pupil
- Identify the root cause of the problem and talk to pupils individually without an audience
- Demonstrate empathy by reflecting back their viewpoint and defuse the situation
- Discuss the consequences of their actions and give pupils choices
- Help them to realise that they are in control and can bring about a change
- Always focus upon the positive

Staged approaches

We have the same expectations for our children’s behaviour in class, at break and at lunchtimes and all children have the right to feel confident, listened to, accepted, safe and included. When a child is not following the agreed expected behaviour, adults will follow the staged approach below, whilst being mindful of the individual needs of the child:

Stage	Behaviours	Appropriate Consequences	Adults
Stage 1 (Low level behaviours)	<ul style="list-style-type: none"> • Calling out • Interrupting others • Making noises • Swinging on chairs • Leaving desk without permission • Distracting others • Disengagement • Not following instructions • Not sharing equipment/game • Dominating a game/not listening to others • Accessing the building without permission 	<ul style="list-style-type: none"> • Eye contact • Give reminders • Tactically ignore • Adult has supportive conversation with child • EYFS use flashcards • Re-engage child in a more positive game 	<ul style="list-style-type: none"> • Class teacher/TA in class • Staff on lunchtime duty
Stage 2 (Less serious, oppositional behaviour)	<ul style="list-style-type: none"> • Persistent Stage 1 behaviours • Refusal to work • Deliberate disruption of lessons • Non-directed swearing • Playground conflict 	<ul style="list-style-type: none"> • Teacher talks to child about their behaviour (i.e. Restorative Approach conversation/using “I” statements) • Child has time out, where appropriate i.e. time out in class; miss some of break / lunch time • Incident recorded in Class Behaviour Folder • If in playground, member of staff handling incident must record on a ‘playground slip’ and pass onto the Class Teacher • Teacher makes informal contact with parents to notify them of behaviour 	<ul style="list-style-type: none"> • Class teacher • Staff on lunchtime duty
Stage 3	<ul style="list-style-type: none"> • Persistent Stage 2 behaviours • Repeated refusal to do set tasks • Deliberate repeated rudeness to adults • Deliberate / hurtful language / directed swearing at another child or adult 	<ul style="list-style-type: none"> • Class teacher reports incident to SLT (SLT may need to refer to any prior behaviour logs to ascertain history of behaviour) • SLT speak to child(ren) involved and use Restorative Approach conversations • Incident logged on CPOMS • SLT contact parents for meeting 	<ul style="list-style-type: none"> • Class Teacher • Deputy Head • Head of School

	<ul style="list-style-type: none"> Leaving class without permission Deliberately throwing object with the intention of harming or breaking them Inappropriate touching Playground incident (targeted physical harm) Spitting at someone Any form of behaviour which causes humiliation, pain, fear or intimidation Bullying (including cyber bullying) (see definition in Section 9) 	<ul style="list-style-type: none"> Depending on the circumstances surrounding a 'Stage 3' incident, child to be put onto a behaviour chart/'on report'. This would be monitored by the DHT or HoS daily. If a child's behaviour quickly improves, they will come off the chart. A copy of the chart will be sent home every week A child may have to come back to class at lunchtime to complete unfinished work (i.e. due to poor behaviour, refusal). If this is the case, it must be a constructive use of time and not for the whole break/lunchtime. This should be for individual children only, and not for whole classes 	
Stage 4	<ul style="list-style-type: none"> Fighting and any aggressive behaviour Racist, sexist, homophobic or discriminatory behaviour Vandalism Theft Possession of any prohibited items. 	<ul style="list-style-type: none"> SLT contact parents and external agencies for meeting (minuted) Incident logged on CPOMS Tower Hamlets referral form, where necessary A PSP (Pastoral Support Plan) put into place Internal exclusion Fixed-term exclusion Permanent exclusion * 	<ul style="list-style-type: none"> Deputy Head Head of School / Executive Headteacher External agencies

*If a pupil is not able to return to class, the behaviour will be managed by the Local Authority guidance on the use of pupil exclusion.

All children will return to 'Stage 1' at the start of the day, after break and after lunch.

7. Restorative Approaches

At Harbinger, we believe that the approach that we take to managing children's behaviour needs to enable children to learn when they have experienced challenges. We also believe, that when behaviour has been challenging, it can cause harm to relationships, and when we are responding to the behaviour, part of our response needs to ensure that we take action to repair the harm that has happened. We use Restorative Approaches to support children in understanding what harm has been caused, and then in taking responsibility to take action that will enable the harmed relationships to be repaired. We find that when children understand the impact of their actions, on the relationships around them that

matter to them, they are more likely to learn from what has happened and less likely to show the same challenging behaviour again. We hope that by using this Restorative approach, we are giving pupils the skills to independently make better and more informed choices in the future. Restorative Approaches help children to develop respect, responsibility, honesty and emotional intelligence. See below for further details of the approach.

Restorative Approaches in Early Years

In Early Years, staff have an agreed process that they follow when conflict arises. This is based on HighScope's six steps to conflict resolution (Evans 2002). It uses sustained shared thinking to engage the children in problem solving and to support them to find their own solutions to disputes. It was developed by EYU staff members to use in conjunction with the "I" statements and where appropriate as a means to teach children how they can use the "I" statement.

The 6 steps and notes on how to implement:

<p>1) Approach calmly, stopping any hurtful actions.</p>	<ul style="list-style-type: none"> • Model the behaviour that you want from the children. • Demonstrate that you are ready to listen. • Help to get the children ready to engage in the process. • In stopping hurtful actions, be clear and positive in your instructions i.e. "You need to keep your hands to yourself"
<p>2) Acknowledge child/children's feelings.</p>	<p>i.e. "You look/sound sad"</p> <ul style="list-style-type: none"> • Framing it tentatively makes it easier for children to disagree if they need to. i.e. "I'm not sad, I am cross". This gentle labelling of emotions helps children to tune into their feelings. It demonstrates acceptance of those feelings and of the child and in doing so can help calm. • This accompanied by silence can lead the children to start to explore what has happened i.e. "I am cross because he took my toy." • Hurtful words can be re-worded as feelings • i.e. Child: "I'm not A's friend" ; Adult: "You are feeling very upset with A" <p>This stage may need repeating until the children are calm and ready move on.</p>
<p>3) Gather information.</p>	<p>This can be done through active listening:</p> <p><u>Body Language</u></p> <ul style="list-style-type: none"> • Open & encouraging • Down at their level • Turned towards • Eye contact

	<p><u>Valuing silence</u></p> <p>It gives everyone a chance to think about the situation and stops something being said that can't be un-said.</p> <p><u>Minimal responses</u></p> <p>i.e. nodding, affirmative noises such as “mmm”.</p> <p>These encourage children to say more by demonstrating that you are listening, they stop you interrupting.</p> <p><u>Reflecting back</u></p> <p>The child hears their own words spoken back without comment or judgement enabling them to reflect on what they have said. It is one way of supporting the child to think clearly about what happened and work through a problem for themselves.</p> <p>It can also be used to gently challenge them: i.e. “He took your toy?”</p> <p>Where appropriate, their words can be repeated back to the other child in the conflict: “She says you took the toy she was playing with”</p> <p><u>Paraphrasing</u></p> <p>This can be used to check your understanding of what has been said.</p> <p>Some of the problems with questioning:</p> <ul style="list-style-type: none"> • Questioning can switch the focus i.e. Away from the children’s needs/main concerns to what you judge to be important • You stop listening to the child, because you are busy thinking about and forming your question. • It can put the child on the spot and make them clam up. • It can interrupt their train of thought. <p>If you choose to use questions in the information gathering stage, then open questions are best. E.g. You could start the discussion with: “Can you tell me about it?”</p> <p>‘Why’ questions (i.e. “Why did you do that?”) should be avoided. These questions are very difficult, if not impossible to answer and can result in a child becoming defensive. In turn this can prevent children from identifying and taking responsibility for their part in a conflict.</p> <p>Questioning can sometimes be helpful in gathering specific information (usually following a period of active listening).</p>
<p>4) Identify the problem.</p>	<p>Ask a question: “So the problem is..?”</p>
<p>5) Ask for ideas for solutions and choose one together.</p>	<p>Adult may need to question further to identify what actions the children are going to take: “What will that look like?”</p> <p>“How will you do that?”</p> <p>Part of the resolution process may include one or both of the children making “I” statements</p>
<p>6) Be prepared to give follow-up support.</p>	<p>Check how each child feels: If they have not already done so, do they need to make an “I” statement?</p> <p>Support them in this if they do.</p>

	<p>Acknowledge their role in the problem-solving process, be specific about what they did.</p> <p>Stay nearby in case anyone is not happy with the solution and the process needs repeating.</p>
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Restorative Approaches in KS1 and KS2

If there are any issues or conflict between children (or even adults), they are dealt with in a restorative way. When our pupils find themselves in conflict or are upset, we will support them in the process:

Assess – Enquire – Assess – Encounter – Follow up – Assess:

<p><u>Assess:</u></p> <p>Before mediation begins, we assess the feelings attitudes and behaviour of participants, their expectations of the process and their emotional state. Children need to be calm and ready before entering the process.</p>
<p><u>Enquire:</u></p> <p>We may talk to children individually to find out what has happened.</p> <p><u>Restorative Questions:</u></p> <p>What happened?</p> <p>What were you thinking when it happened?</p> <p>What needs to happen to put this right?</p> <p>What would you do differently next time?</p> <p>If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.</p>
<p><u>Assess:</u></p> <p>We ensure participants are clear on the intent of a face-to-face encounter with the person they are in conflict with. We remember to show mutual respect in our meeting. The language used is very fair, calm and respectful.</p>
<p><u>Encounter:</u></p> <p>“I” statements:</p> <p>We provide children with sentences starters to support them in expressing their view points.</p> <p style="padding-left: 40px;">I _____</p> <p style="padding-left: 100px;">(feeling)</p> <p style="padding-left: 40px;">when you _____</p> <p style="padding-left: 100px;">(specific behaviour)</p> <p style="padding-left: 40px;">because _____</p>

(how it affects me)

I need/I would like _____

e.g. I feel frustrated when you interrupt because then I can't finish what I want to say.

Children are asked what they have learned from this experience. They may write up a contract to ensure these conflicts are not repeated.

Follow up:

Adults who have mediated the conversation will follow up with the children later on to see if there have been any problems with their contracts and provide support if necessary.

The Restorative principles are:

1. **Relationships matter**
2. **Difference is an asset**
3. **Be more curious than judgmental**
4. **Be more collaborative than competitive**
5. **Be both supportive and challenging**
6. **Be responsible for what is yours**
7. **Enable and allow others to be responsible for what's theirs**
8. **Listen to understand**
9. **Ask more than tell**
10. **If anything isn't clear, ask**
11. **Be kind**

8. Recording

The school has a responsibility to record behavioural incidents.

- **Class behaviour folders (books in EYFS):-**Teachers and TAs log Stage 2 incidents here.
- **Playground slips:-**Teachers/TAs/Midday Meals Supervisors who are on duty fill this in and hand to the class teacher. These are then stored in the Class Behaviour Folder. Copies of the slips can be found in the ground floor medical room.
- **CPOMs:-** A member of SLT or class teacher log Stage 3 incidents here. Only 'alert' the member of SLT dealing with the case.

9. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The approach to bullying at Harbinger Primary School is dealt with in more depth in our Anti-Bullying Policy.

10. Roles and Responsibilities

10.1 The Governing Body

The Governing Body is responsible for reviewing this Behaviour Policy in conjunction with the Executive Headteacher and Head of School and monitor the policy's effectiveness, holding both to account for its implementation.

10.2 The Executive Headteacher and Head of School

Both are responsible for reviewing this Behaviour Policy in conjunction with the Governors, giving due consideration to the school's values. The Executive Headteacher will also approve this policy.

The Executive Headteacher and Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with challenging behaviour and will monitor how staff implement this policy to ensure positive behaviour strategies and consequences are applied consistently.

10.3 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently e.g. following the staged approaches, when necessary
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents either in the Class Behaviour File and / or CPOMS

In order to manage behaviour and promote these values, all staff should:

- Know, teach and follow the school's Behaviour Policy
- Foster a safe environment in all areas of the school
- Provide a broad, challenging and fun curriculum to inspire all children appropriate to their levels
- Explicitly teach children about emotional intelligence and develop our own understanding of it
- Mediate and problem-solve using agreed strategies
- Be clear about our expectations for our pupils and make them explicit
- Praise, reward and encourage
- Know and consider all children's individual needs
- Support other staff in managing behaviour as needed

The Senior Leadership Team will support staff in responding to behaviour incidents. They will provide support and training in the use of "I" statements, Restorative Approaches and positive handling.

10.4 Parents and Carers

Parents are expected to:

- Model positive behaviour
- Support their child in following the behavioural expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend meetings at the school when asked
- Supervise home internet activity so that children can be safe online

11. Positive Handling

On occasion, staff may have to physically intervene to keep a child and or others safe from harm. Staff will do so in accordance with the schools Positive Handling Policy. A record will be kept of all incidents and parents informed. Any physical intervention must be carried out swiftly and calmly so the pupil does not become more stressed. Language must be kept to a minimum. Selected members of staff have been 'Team Teach' trained.

12. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, Educational Psychologists, medical practitioners and/or other external agencies, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

13. Pupil Transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) and teachers hold transition meetings.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

14. Training

Our staff are provided with training on managing behaviour as part of their induction process. All staff will receive regular training regarding the Behaviour Policy.

Behaviour management may also form part of continuing professional development and staff may request any additional support through contacting Senior Leadership.

15. Monitoring Arrangements

This Behaviour Policy will be reviewed by the Executive Headteacher, Head of School and the Curriculum and Standards Committee annually. At each review, the policy will be approved by the Executive Headteacher and Governors.

16. Links With Other Relevant Policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Positive Handling Policy

17. Additional amendments to the Behaviour Policy, in response to the Covid-19 crisis and protective control measures in place in school

All of the current disciplinary measures that we have in our policy, as outlined above, remain in place. **The measures in this section reflect the school's new and additional protective measures that have been put into place in response to the Covid-19 crisis, and are there to protect the health and safety of all pupils and staff members.**

It is important for us to recognise that some children will return to school having experienced significant stress, anxiety or bereavement during the crisis. Therefore, we will continue to approach our behaviour management positively, providing support for pupils where needed. All pupils will need to be taught new norms and routines around social distancing and personal hygiene and safety for themselves and others. For children with SEND, it will be particularly important to provide additional support to help them to understand and apply these new behaviours.

New principles:

- We expect all members of the school community to respect the altered routines for arrival or departure at the school.
- We expect all members of the school community to follow the instructions on hygiene, such as handwashing and sanitising.
- All members of the school community must move around the school as per specific instructions (respecting one-way systems, out of bounds areas, socially distanced queuing).
- Staff will ensure that pupils, wherever possible, adhere to social distancing measures. Where pupils are not complying, appropriate sanctions will be used (see below).
- Pupils must immediately inform a member of staff if they are experiencing symptoms of coronavirus (fever, cough, loss of sense of smell or taste), where this is a reasonable expectation.

Staged Approach To Behaviour In School

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures or involves deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following actions and disciplinary procedures could be used:

- In the first instance, staff working with that child, would issue verbal warnings, and other behaviour management strategies **in line with our current Behaviour Policy (Stage 1 and 2)**

- If the behaviour does not improve, then staff would seek the support of a member of SLT (**Stage 3**), who would speak to the child, taking them away from other children and adults but keeping them in the area of their year group bubble or bringing the child to the SLT office. If a child refuses, and as it is not possible to then move the child to another area of the school, the child's parents would be called and asked to collect them, and to keep them at home for the remainder of that day.
- If the health and safety of other pupils and staff members is put at risk by the pupils not adhering to safety measures, then the parent/carer will be contacted.
- Depending on the circumstances, a fixed term exclusion will be applied **in line with school and Tower Hamlets exclusion guidance (Stage 4)**. An individual risk assessment for that pupil will then determine the conditions and appropriateness for a return to school – wherever possible, the pupil will return to school under the mitigated conditions of the risk assessment. If, after an appropriate risk assessment, it is felt that a pupil who has been excluded cannot return, then the school will consult with the Local Authority before taking any other action such as a return to working from home.
- The circumstances and actions taken around breaches of the modified behaviour policy will be fully recorded in accordance with school and borough policies.

Pupils with Special Educational Needs

We acknowledge that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from school and friends. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences, children may present with behaviour that is not usual and this may include:

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEND, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

As a school, we recognise that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use

reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEND are recognised as being particularly vulnerable. The school, and in particular the SENCO, will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies such as BASS, Educational Psychologists or Early Help.

