Harmondsworth Primary School

Behaviour Policy

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Introduction and Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

1 Legislation and statutory requirements

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

2 Definitions

Good Behaviour is defined as:

- Following the school rules
- Being polite and courteous always
- Demonstrating a good attitude to learning
- Showing respect for school property and the school environment
- Completing work to the best of their abilities
- Behaving safely at break times and not doing anything to intentionally hurt or upset others
- Respecting the right of other pupils to learn and the teachers' duty to teach

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Not following the school rules
- Non-completion of classwork
- Poor attitude
- Being unkind to others

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault or harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. This includes:
  - Knives or weapons
  - Stolen items
  - Tobacco
  - 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)

3 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, therefore:

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

Bullying can include:

TYPE	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our approach to preventing and addressing bullying are set out in our Anti-Bullying Policy, which is published on our school website.

4 Roles and Responsibilities

5 5. Roles and responsibilities

5.1 The Governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6 Pupil code of conduct

At Harmondsworth Primary School we endeavour to promote an ethos of good behaviour, self-discipline and respect for others. As a result, we therefore have high expectations for behaviour. We expect our pupils to:

- Behave in an orderly and self-controlled way
- Show respect and courtesy to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school in an orderly fashion
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Our Golden Rules

- ✓ Always listen carefully and follow instructions first time.
- ✓ Be kind, caring and helpful.
- ✓ Respect your own and other people's property.
- ✓ Do your best work.
- ✓ Keep your hands and feet to yourself.
- ✓ Respect one another.

7 Rewards and sanctions

The intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children. At Harmondsworth Primary School, we understand that our pupils' wellbeing and happiness requires the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon respect, trust, friendship, and tolerance. We believe that positive and frequent praise for good and caring behaviour is a more effective way of improving standards and relationships between individuals than constant criticism. For this reason, we offer a wide range of positive rewards, which are based on a range of differentiated systems, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

Examples of positive rewards are:

- Teachers congratulate/ praise children regularly
- Teachers award House points/ Dojo points, stickers and certificates
- Children may visit other classes to show their work
- Head teacher's award
- Golden Time
- Gain extra golden time
- Reward boxes
- Raffles

Children in Key Stage One and Two are in all House Teams. These are Comet. Vanguard, Viscount and Trident. Children are awarded Housepoints/ Dojo points for following the school rules and values. These points are counted up weekly and the winning team is announced in achievement assembly.

The **school** may use one or more of the following sanctions in response to unacceptable behaviour:

- Reflective conversations
- A verbal reprimand and a reminder of the expectations of behaviour
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Reflection time at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Putting a pupil 'on report' for behaviour monitoring

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that pupil, based on their knowledge of that pupil's personal circumstances.

Our consequences are:

1. First warning and rule reminder (KS1 have 2 reminders)
2. Time out in class (2 minutes)
3. Miss 2 minutes of playtime or Golden Time
4. Send to another class
5. Send to an Assistant Headteacher or member of SLT
6. Send to Headteacher

7.1 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved offsite. 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.

7.2 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection Policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

For Further information, please see the 'Dealing with Allegations of Abuse against Teachers and Other Staff' Policy.

8 Behaviour management

8.1 Classroom management

At Harmondsworth Primary School we expect our lessons to be of a high quality. This means that teaching should be inspiring and capture the attention and enthusiasm of the pupils in the classroom. Teaching should be at an appropriate pace where time is used to be best effect and pupils are accelerated forward as soon as they have grasped a skill or concept. The Teaching and Learning Policy sets out clear expectations for how the learning needs of all pupils should be differentiated in the class and we ensure that support is put in place for those children who might need it.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Teach values such as respect, citizenship, tolerance, and kindness
- Collaboration with peers and leaders to ensure the classroom is an adaptive and inclusive environment
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Using positive reinforcement
  - Helping children gain confidence in their own ability and motivating them to improve their performance
  - Encouraging children to take pride in their achievements, sharing their ideas and skills with others
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption

The school uses the Zones of Regulation framework as a whole-school approach to develop pupils' emotional literacy, self-awareness and self-regulation. Staff use the framework consistently to help pupils identify, communicate and manage their emotions, alongside other evidence-informed strategies.

For further information on the Zones of Regulation at Harmondsworth Primary School, please visit our school website: https://www.harmondsworthprimary.org/zones-of-regulation/

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

For further information, please see the Physical Intervention Policy.

8.3 Confiscation

- Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils and parents will be informed. We will also confiscate any other item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the

latest guidance Searching, screening and confiscation: advice for schools 2022Any pupil found to bring any kind of weapon onto the school site, may also be referred to the Police or Social Care.

8.4 Pupil support

At Harmondsworth Primary School, we pride ourselves on our inclusive approach to education and endeavour to ensure all children feel nurtured, well supported, and cared for. We recognise our 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. We also understand that negative behaviour can, at times be due to children going through a challenging time, for example during a bereavement or separation. In these instances, we will endeavour to provide children and families with a package of support.

The school's Special Educational Needs and Disability Co-Ordinator (SENDCO) 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, an educational psychologist, family support worker, medical practitioners and/or others, 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 closely with parents to create a behaviour plan and review it on a regular basis.

9 Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

We recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND Special Educational Needs and Disability (SEND) Code of Practice
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approaches to anticipating and removing triggers of misbehaviour may include:

- Distraction strategies
- Face swapping (dynamically risk assessed so can be planned or unplanned)
- Non- verbal communication including signing and widget visuals
- Tailored sensory input to reduce likelihood of over stimulation in the first instance
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Our approaches to reasonable adjustments may include:

- Social stories for reflection and acquisition of understanding the impact of behaviours
- Alternative methods to facilitate saying sorry and reconciliation
- Adapted consequential time
- Addressing of behaviours delayed to allow additional time for regulation to ensure there is time for processing enabling a better understanding of events

This list is not exhaustive.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

Our special educational needs co-ordinator (SENDCO) may 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, an educational psychologist, medical practitioners and/or others, 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.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10 Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings to ensure all new staff have a good understanding of the needs of their new class. 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11 Suspension and permanent exclusion

Harmondsworth Primary can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher. Please refer to our policy for more information.

12 Safeguarding

We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information which can be found on our schools' websites.

13 Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development for both teaching and non-teaching staff.

14 Monitoring arrangements

This policy will be reviewed every two years.

15 Links with other policies

This Behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusion policy
- Safeguarding policy
- Anti-Bullying Policy
- Teaching and Learning Policy
- Special Educational Needs and Disability Policy
- Supporting Pupils with Medical Conditions Policy
- Physical Intervention Policy
- Dealing with Allegations of Abuse against Teachers and Other Staff Policy
- Zones of Regulation