



# **Behaviour Policy**

## **September 2022/23**

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## **1. Aims**

This policy aims to:

- Provide a consistent approach to effective behaviour and attitudes in school.

## **2. Rationale**

- To raise children's self esteem
- To promote, build and enable an environment and ethos in which all children and adults can learn and thrive
- To promote a culture of resilience, resourcefulness and independence
- To foster ethical behaviours of honesty, fairness, integrity and understanding.

## **3. Expectations**

It is the expectation in school that all children and adults demonstrate:

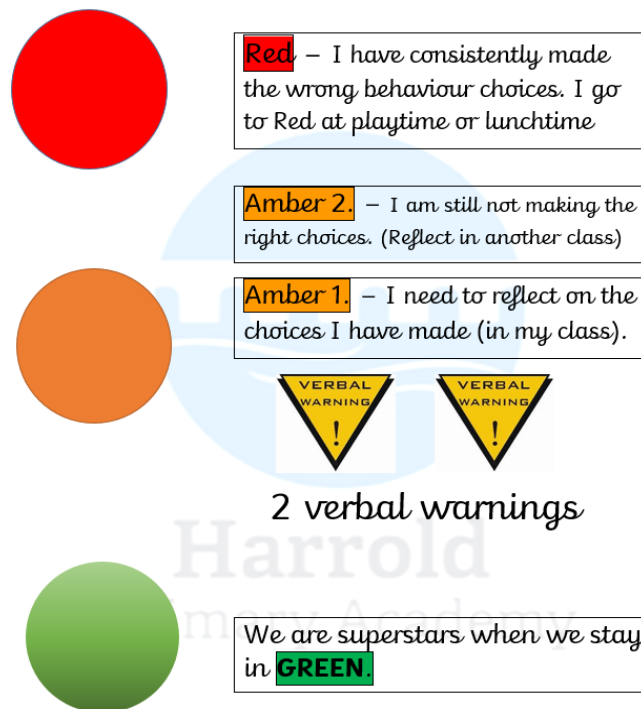
- Responsibility
- Readiness
- Respect
- Resilience
- Acceptance and understanding of differences

Throughout the curriculum, children and teachers will explore what these behaviours look like and evaluate how well they are demonstrated.

## **4. Rewards**

- Praise
- Whole class rewards
- House points
- Star of the day
- Individual stars
- Bronze, Silver, Gold, Diamond and Platinum certificates
- Postcard home
- Star of the week
- Lunchtime award
- Values Certificate
- Attendance Certificate

## 5. Actions



All children are given a verbal warning and the opportunity to talk through and reflect on their behaviour choices. Strategies to explore better choices will be shared by children, with adults.

When on Red (more than three occasions), in a term, a senior member of staff will put the following in place:

- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Internal exclusion
- External exclusion

Children who remain on green will be awarded a class point. These go towards the one hundred square reward grids.

## 6. Responsibilities of all adults in school

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Pupil Asset (low level behaviour) CPOMS (extreme) behaviour (Appendix 1)
- Regular communication/meetings with parents to update and discuss persistent behaviour concerns
- Sending out letters in a timely manner

The senior leadership team will support staff in responding to behaviour incidents.

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 school behaviours (4 Rs) and their own class behaviour expectations
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - 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
  - Using positive reinforcement

## **7. Responsibilities of SLT**

- To monitor logs and follow up as appropriate with class visits to support teachers to develop good and consistent behaviour management practices.
- To escalate concerns and support specific approaches for children where needed.

## **8. Responsibility of the SENCo**

- To screen children for underlying needs affecting behaviour and support the class teacher in addressing these.
- To develop specific approaches for children where necessary.

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 school's special educational needs co-ordinator 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, 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. Parents

Parents are expected to:

- Support their child in demonstrating the school values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- To promptly discuss any behavioural concerns with the class teacher

## 10. Pupils

Pupils are expected to behave in line with the schools 4R's, Respect, Responsibility, Resilience and Readiness

### **Where it is not relevant for children to follow the above rewards and outcomes**

Children who are at risk of exclusion for whom the above approach is no longer working, including those who are unable to make conscious choices about their actions and attitudes, will have a bespoke behaviour programme.

## 11. Bullying, harassment, violence.

All staff should be vigilant and watch for signs of bullying, harassment, violence and discrimination. Appropriate action must be taken in line with our Anti Bullying policy.

<https://www.meridiantrust.co.uk/wp-content/uploads/2022/01/CMAT-anti-bullying-policy-v4-final-28-Jan-2022.pdf>

## 12. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

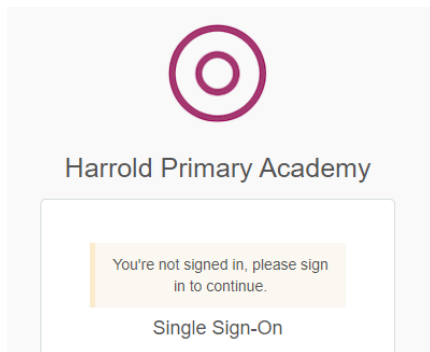
To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 11. External support

Where the school has a specific concern about a child being at risk of exclusion then the relevant support will be sought from external agencies and follow local authority processes.

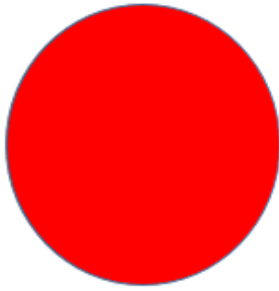
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## Appendix 1: CPOMS



<https://harrold.cpoms.net/session/new>

## Appendix 2: School Behaviour Plan



**Red** – I have consistently made the wrong behaviour choices. I go to Red at playtime or lunchtime



**Amber 2.** – I am still not making the right choices. (Reflect in another class)

**Amber 1.** – I need to reflect on the choices I have made (in my class).



2 verbal warnings



We are superstars when we stay in **GREEN.**



## HARROLD PRIMARY ACADEMY

### Rewards



Whole Class Rewards



House Points



Lunchtime Award



Individual stars



Values Certificate



House point certificates



Postcard home



Attendance Certificate

### Appendix 3: letters to parents about pupil behaviour – templates

#### First behaviour letter

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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#### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 4: Example of a Behaviour Plan for a Key Stage 1 pupil.



Record for. ....  
Targets

|

Put a tick in the box for each target achieved in a session

10 ticks == 1 house point

Week beginning	Monday	Tuesday	Wednesday	Thursday	Friday
Playtime					
Lunch					