

Managing behaviour at Harpfield Primary

This should be read in conjunction with the CET Behaviour for Learning Policy and Anti-bullying Policy.

There are some key features that underpin our work in this area:

- ✓ Our school values: collaboration, respect, equality, ambition, trust, independent, voice and empathy are at the heart of our ethos and culture.
- ✓ A positive approach to behaviour management where all who work in the school contribute effectively to provide a safe, supportive and purposeful learning environment for all. This will be best achieved in the framework of a structured, positive system based on praise for making the “right” choices about behaviour. Success will be celebrated.
- ✓ Teachers have the right to teach and children have the right to learn. When children’s behaviours prevent one of these two from happening it is the adult’s responsibility to deal with the issue.
- ✓ Our behaviour management system follows the principles of relational and restorative approaches for modifying behaviour. We reinforce the positive and deal clearly and promptly with the negative.
- ✓ All children at Harpfield have the ability and the maturity to make informed choices about their behaviours.
- ✓ Informing our work are:
 - Strong adult-child relationships
 - High expectations and consistency
 - Positive noticing and specific praise
 - A manner which deals calmly with all situations
 - Assertiveness and not aggression
 - Restorative practice (conversations to teach about behaviour)
 - Outstanding models of behaviour from all adults
- ✓ How it works:
 - We keep rewards separate from consequences. We never take away a reward a child has earned.
 - When a child deserves a reward, we are specific and immediate.
 - We give lots of praise/positive noticing – it does improve a child’s chances of choosing the correct behaviour.
 - We congratulate them!
 - Our school values encompass the behaviours that we are looking for.

CLASS DOJO – REWARDS

A 'Dojo' can be given to children by any member of staff including office staff, kitchen staff to reward good behaviour/acts linked to our school values.

After **50 Dojos**, the child receives their first **bronze sticker**. Once they have received a **further 50 Dojos (100 Dojos altogether)** they are given a **bronze certificate and badge** in assembly. The same process is repeated for silver and gold:

- Silver: After a further **50 Dojos (150 altogether)**, the child receives their **silver sticker**. Once they have received a further **50 Dojos (200 altogether)** they are given a **silver certificate and badge** in assembly.
- Gold: After a further **50 Dojos (250 altogether)**, the child receives their **gold sticker**. Once they have received a further **50 Dojos (300 altogether)** they are given a **gold certificate and badge** in assembly.

When all the children in a class receive:

- A bronze /silver /gold certificate, the class are awarded with an activity of their choice for one hour.

(This does not apply to new arrivals; a class will not need to wait until a new child has their Dojos to receive their class award).

Rewards are given regularly but that **only one** Dojo is given at a time unless given by the head teacher.

SUPPORT AND CONSEQUENCES

Step 1) Reminder

Staff will remind the child of the value that they are not displaying e.g. 'I need to remind you of our respect value'. Positive noticing of other pupils displaying the correct behaviour will be used to encourage the child to show the right expectations.

Step 2) Warning

The child will be spoken to by a member of staff e.g. 'This is a warning, think carefully about your next choice. Remember our value of respect.' This will preferably be completed by dropping down next to the child, side on, at the child's eye level. The child will have one minute to make the right decision. During this time, the staff can support them to make sure that they understand what is being asked of them and if they require any additional support to help them to get back on track.

Step 3) Last Chance + Two Minutes After

This next step is if the child continues to engage in poor behaviour. This is the child's last chance to take control of the situation themselves. Beyond this point, the member of staff will decide what happens next. This will be completed in private.

Staff will follow a set script which will inform the child that this is their third warning, repeat the value that they are breaking and remind them of a previous good behaviour. They will be expected to stay behind for two minutes at the end of the lesson to have a conversation with the teacher about their behaviour and learning, the choices they made and how their behaviour will be in the future. Younger children may need two minutes set aside within the lesson.

Step 4) Reset

This stage is for children who are still not able to follow expectations and stay within the boundaries. The child will be taken to a different area within the school (likely to be outside of the classroom, in the shared area, or community room) to be supported to calm down and reset. The purpose of reset is to help to regulate behaviour, not to discuss the incident that occurred, and to get back to their lesson. The reset will be up to 20 minutes for the child to receive emotion coaching with a designated member of staff; this may be the teaching assistant, the home-school link worker or a senior leader. This is an opportunity for the child to discuss their feelings and prepare to go back into the lesson. A child may need a calming activity to complete during this period. In extreme cases, a child may need longer than 20 minutes. 'Two Minutes After' applies in this step too.

At the end of the lesson, the child will be expected to stay behind for two minutes to have a conversation with the teacher about their behaviour and learning, the choices they made and how their behaviour will be in the future. The teacher, during their conversation, may decide that a consequence to their actions is warranted e.g. any destruction caused will be cleared and tidied away, break time missed etc.

For more serious incidents, more than one member of staff may be needed to provide support and to help to keep everybody safe. Any secondary behaviours seen as a result of the initial behaviour incident will be put aside during the moment and will be addressed later during a conversation when the child is calm. Other children (and parents) need to trust that staff will deal with any secondary behaviours witnessed.

For serious breaches and repeat offences, the school's behaviour lead and/or headteacher will become involved and parents will be informed via telephone conversation, letter or face to face meeting.

Procedures in CET's behaviour for learning policy will be invoked.