

## Managing behaviour at Harpfield Primary

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

It is crucial to establish clear expectations and guidelines for positive behaviour, mutual respect, recognition and consequences to foster a productive and supportive environment. Our school values – ‘The Harpfield Way’: collaboration, respect, equality, ambition, trust, independent, voice and empathy are at the heart of our ethos and culture; it is our behaviour curriculum. We expect our pupils to exhibit and adhere to ‘The Harpfield Way’ values at all times. This is routinely built into assembly themes and our curriculum work, in addition to everyday classroom practice. Our behaviour curriculum promotes a positive and conducive learning environment where pupils can thrive academically and socially while understanding the importance of their behaviour and its impact on the school community.

# THE HARPFIELD WAY

How you can demonstrate The Harpfield Way everyday!

	 <p><b>Collaboration</b>    <b>When we:</b></p> <ul style="list-style-type: none"> <li>- share with others.</li> <li>- take turns.</li> <li>- help those that are finding things tricky.</li> <li>- work well together as a group.</li> <li>- listen to each other and let everyone contribute.</li> <li>- are patient with our classmates.</li> <li>- play safely without hurting anyone.</li> <li>- include others in our games and conversations.</li> </ul>	 <p><b>Respect</b>    <b>When we:</b></p> <ul style="list-style-type: none"> <li>- look after our school environment and others' belongings.</li> <li>- listen to anyone that speaks to us.</li> <li>- follow instructions.</li> <li>- use our manners - please, thank you, good morning, hello, how are you?</li> <li>- have good table manners.</li> <li>- talk positively about others.</li> <li>- hold doors open and let people pass on the corridors and stairs.</li> <li>- are graceful in winning and respectful in losing.</li> <li>- line-up smartly and silently.</li> </ul>
 <p><b>Equality</b>    <b>When we:</b></p> <ul style="list-style-type: none"> <li>- treat each other equally.</li> <li>- are fair to each other and no one is treated differently.</li> <li>- show tolerance and respect.</li> <li>- respect and celebrate our differences.</li> <li>- allow everyone to join in with our games and no one is excluded.</li> </ul>	 <p><b>Ambition</b>    <b>When we:</b></p> <ul style="list-style-type: none"> <li>- work hard and try our best.</li> <li>- concentrate on our learning and remain focused.</li> <li>- take pride in our work.</li> <li>- go above and beyond.</li> <li>- enter rooms quietly, sit properly on the carpet and at the tables.</li> <li>- embrace new challenges positively.</li> <li>- set ourselves goals and work hard to achieve them.</li> <li>- arrive to school on time.</li> <li>- attend school regularly.</li> </ul>	 <p><b>Trust</b>    <b>When we:</b></p> <ul style="list-style-type: none"> <li>- trust one another.</li> <li>- are honest.</li> <li>- listen to each other.</li> <li>- use equipment and school resources appropriately.</li> <li>- report concerns or worries to staff.</li> <li>- can rely on each other.</li> </ul>
 <p><b>Independent</b>    <b>When we:</b></p> <ul style="list-style-type: none"> <li>- work hard without adult support.</li> <li>- try our best.</li> <li>- solve problems.</li> <li>- use classroom resources to help us.</li> <li>- can ask our classmates to help.</li> <li>- bring our reading books and diaries everyday.</li> <li>- complete our homework.</li> </ul>	 <p><b>Voice</b>    <b>When we:</b></p> <ul style="list-style-type: none"> <li>- say kind things to each other.</li> <li>- can disagree without being unkind.</li> <li>- talk positively about other people and use positive language.</li> <li>- can celebrate each other's achievements.</li> <li>- can express ourselves.</li> <li>- listen respectfully when others are speaking.</li> <li>- can practice our own cultures, faiths and traditions.</li> </ul>	 <p><b>Empathy</b>    <b>When we:</b></p> <ul style="list-style-type: none"> <li>- are kind, caring and helpful.</li> <li>- consider others' feelings.</li> <li>- do things for others without being asked.</li> <li>- help each other in difficult times</li> </ul>
	<p><b>In-class promise</b></p> <ul style="list-style-type: none"> <li>• Rewards when YOU choose to follow the Harpfield Way: <ul style="list-style-type: none"> <li>- Positive praise</li> <li>- Phone calls home</li> <li>- Whole class rewards</li> <li>- Positive Notes</li> </ul> </li> <li>- Dojos</li> <li>- Certificates</li> <li>- Badges</li> <li>- Stickers</li> </ul>	<p><b>In-class promise</b></p> <ul style="list-style-type: none"> <li>• When YOU choose NOT to follow the Harpfield Way this will happen: <ul style="list-style-type: none"> <li>STEP 1: Reminder</li> <li>STEP 2: Warning</li> <li>STEP 3: Last chance, 2 minutes after</li> <li>STEP 4: Reset</li> </ul> </li> </ul>

- Our behaviour management system follows the principles of relational and restorative approaches for modifying behaviour.
- ✓ 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.
- ✓ Staff will ensure they:
  - treat pupils with respect and dignity.
  - apply values/rules and consequences consistently and fairly.
  - will provide academic and emotional support and be approachable for help.
  - will provide a safe and secure learning environment.
  - encourage and motivate pupils to reach their full potential.
  - treat personal matters with confidentiality and sensitivity.

### **CLASS DOJO – REWARDS**

A ‘Dojo’ can be given to children by any member of staff including office staff, site staff and kitchen staff to reward 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.
- If a child surpasses the expectation of 300 Dojos, a headteacher’s sticker will be given out at 350 dojos and a headteacher’s certificate and 400 Dojos.

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'. This will preferably be completed in private. 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 a short period of time 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 set out within CET's behaviour for learning policy will be invoked such as 'on report', internal exclusions and suspensions.

'Reasonable adjustments' to the behaviour policy will be applied, as appropriate, in respect of pupils with SEND, including:

- Support from staff in regulating emotions, using emotion coaching strategies
- Additional verbal warnings before the sanction system is used
- Time spent with the pastoral team
- Individualised curriculum if a pupil is struggling
- Consult with specialist teams/ external advisors
- Identify any underlying needs e.g. speech, language and communication
- Safe spaces in school
- Use of fidget toys
- Using quieter entrances
- Use of visual timetables / now and next
- Sensory needs addressed e.g. ear defenders