Children learn best when they are in a happy and safe environment. It is therefore vital to maintain and encourage good standards of behaviour throughout the school. At Harewood we expect children to show respect and consideration to those around them and to respect themselves. We aim to create a happy, stimulating, caring and safe environment where everyone is valued.

We need to work together (staff, parents and children) to provide:

- a positive, safe and stimulating environment in which children can learn and become increasingly responsible
- an atmosphere and ethos which encourages everyone to value others regardless of race, gender, religion and ability
- opportunities for success rather than failure.

Aims

- To maintain and develop attitudes and behaviour that set high regard and respect for themselves, others, the school, community and environment.
- To provide information for staff, children and parents about acceptable behaviour in school.
- To help ensure a consistent approach from everybody when dealing with disciplinary issues.

Objectives

To develop the personal qualities of:

- respect for others
- consideration and caring
- self-reliance, self-discipline and self-respect
- fairness
- learning from mistakes
- listening to others
- independence
- care for equipment and environment.

We aim to achieve this by:

- creating a positive and rewarding learning ethos, with clear values
- providing through play and the Arts, opportunities to experience human feelings and relationships
- using SEAL, PHSCE and RE programmes of work to explore key issues and our responses
- encouraging all pupils to fully participate in the life of the school and take responsibility for their own actions
- using Restorative Practice to problem-solve together
- referring to our Codes of Conduct
- ensuring that we adhere to our Safeguarding policies and procedures.

Rules

The Five Golden Rules for our school are -

Be honest.
Always try your best.
Do as you are asked first time.
Treat others as you want to be treated.
Keep our school a clean, tidy and safe place.

Each year, class teachers agree with their children the expectations for within their classroom which align to the golden rules. These set out how the children work, behave, treat each other and guide their attitudes whilst in school. We also use these five golden rules to set playground expectations so that children know how to behave at playtimes and lunchtimes. These are displayed around the school in prominent places and are regularly referred to.

Praise and rewards

Whenever we can, we reinforce good behaviour and aim to catch children being good. Praise is a positive, pleasant and effective way to build a child's self esteem and raise the profile of good behaviour. This may include:

- positive noticing
- their name on the positive behaviours board
- a quiet word
- encouraging smile
- visits to other members of staff
- stamps and stickers given by teaching and support staff
- house points and well-done cards
- good playtime cards
- golden child certificates and badges
- small prizes, special activities and extra playtime
- Attendance Tree
- assemblies - Monday to set the tone and theme for the term and each week; Wednesday to continue the theme and Friday as a celebration of good work/behaviour
- Special Recognition awards to celebrate those who act and think about <u>others</u> and the community in which they live.

Through this, children will be encouraged to develop independence and a sense of purpose coupled with an enthusiasm for learning. Through supporting individual strengths, we will help children to gain self confidence based on a sound respect for themselves, others around them and their environment.

Restorative Practice

We use the principles of Restorative Practice throughout the school. When investigating and resolving problems we provide opportunities for all children/adults involved to listen to each other's perspective, have their own voice and be part of resolving the problem. These restorative conversations are facilitated by different people depending on the nature of the problem and may include the use of comic strip conversations to support children with SEN, specifically neuro-diversity.

Each class has two nominated pupils who are trained as Restorative Stars to support their peers in resolving low-level conflict. Teachers and TAs, who have had Restorative Practice training, will facilitate Restorative Conversations when an adult is needed; or one of the Assistant Headteachers or the Headteacher will facilitate should the matter require it.

Poor or unacceptable behaviour

Poor or unacceptable behaviour should always be tackled, however, just as we make adaptations for children with SEND, we should also be mindful of the reasons why children behave in the way that they do and respond appropriately and proportionately taking into account what has gone before.

Using the work of Paul Dix, we have The following are the school's agreed possible responses to a range of behaviours. This ensures that children are dealt with consistently and fairly no matter when the incident occurs and who deals with it. The list is, of course, not exhaustive and other behaviours may still be encountered and other responses may be needed.

De-escalation of behaviour is always the intention behind any action and where possible low-level interventions or the use of "When you....., I feel...., What I need is....." is our first approach as is gaining an understanding of what has led up to the behaviour.

Low level disruptions in class	
persistent chatting	• pre-empt by thoughtful classroom organisation • give reminders of expectations • move to a different position in the classroom • give warnings • Keep pupil in for a few minutes of break-time, to make up the learning lost
disrupting others during lesson introductions and tasks calling out / making noises	• give reminders of expectations • set short targets and give incentives for success • move to a different position and consider a work station • give pupil appropriate platform to 'perform' behaviour • keep in for two minutes of playtime at end of lesson • discuss with AHT for Inc and with parents
Showing disrespect to adults	
showing different levels of respect to different members of staff	• give reminders of expected behaviours • give time to put it right • all staff to be consistent with their expectations
answering back / questioning	• reminder of expectations • give time to put it right • use 30 second script • restorative conversation between child and staff member • conversation with Assistant Head or Headteacher • yellow card if appropriate • notify parents
verbal aggression	• reminder of expectations • give time to put it right • use 30 second script • Restorative Practice conversation • conversation with Assistant Head or Headteacher • yellow card as appropriate NB Discretion should be used for swearing
physical aggression	• reminder of expectations • give time to put it right • use 30 second script • Restorative Practice conversation • conversation with Assistant Head or Headteacher

	• Yellow or red card or suspension/ exclusion if appropriate to the situation • notify parents
lying	• reminder of our most important golden rule • point out the positive results of being truthful • give opportunity to tell the truth

Behaviour towards peers	
hurting others accidentally	• Restorative Practice conversation • show child damage caused • ask them to apologise • discuss safety issues and inform class teachers if appropriate
low level provocation e.g. kicks under table, prodding etc.	• remind of expected behaviours • give time to put it right • 30 second script • Restorative Practice conversation • warn that a sanction will be given if it happens again • move child away from others • notify parents if continues
falling out	• hear both sides • Restorative Practice conversation • send to play in different parts of playground • time out or sit inside • inform both class teachers • Circle Time.
name calling	• investigate the root of the problem • time out or sit inside • restorative conversation • if considered to be racial or prejudiced, inform Headteacher and SENCo for incident to be logged and inform both class teachers • Circle Time • parents involved if persistent • Headteacher to follow up.
inappropriate language used	• investigate what has been said and why • tell children we don't use that language at our school • send them to sit on the bench and inform the class teacher • Circle Time • Restorative Conversation • Two minutes discussing more appropriate things to say • inform DSL, if necessary, using CPOMS.
making threats and physical aggression	• investigate what has been done and why using comic strip conversation or Restorative Practice • conversation with Assistant Head or Headteacher • Yellow or red card if appropriate NB ensure that both /all parties engage in solution and are given sanctions if appropriate • parent contacted by Headteacher
Property	
inappropriate use of play equipment	• remind of expectations • give time to put it right • 30 second script • remove equipment from them • not allowed to play with it for the rest of the playtime and inform the class teacher • teach them games to play with the equipment • if persistent, child not allowed to play with equipment for a week

purposeful damage to work/ property	• investigate reason and find solution • give time to put it right • 30 second script • time out • repair damage • yellow or red card if appropriate NB ensure that response is measured e.g. if small item of property or if child with self esteem issues damages his own work.
theft	• yellow or red card as appropriate • notify Headteacher • Headteacher will notify parents and possibly police

Acts of totally unacceptable behaviour, such as assault, may necessitate exclusion from school either for a fixed term suspension or permanent exclusion, as is appropriate. Permanent Exclusion is always a last resort when all interventions have failed or when a single incident is so serious that to keep the child in the school would be unsafe for them, other children or staff.

Exclusions must follow national guidelines and would always be undertaken in consultation with other professionals. We adhere to the Gloucestershire County Council guidance and protocols for suspensions and exclusion which align with the current DfE guidance and enable us to fulfil our legal obligations and meet the legislative requirements.

Bullying – see also appendix below

This is persistent aggressive or unacceptable behaviour either physical or verbal which will not be tolerated in any form, but in particular if it is based on prejudice and is:

- Racist,
- Sexist,
- Homophobic, transphobic, or biphobic
- Disability-based

It is school policy to use a restorative conversation between those who are involved in incidents. We use face to face dialogue to explore issues, communicate the feelings generated and consider how we can progress to eliminate the problem as quickly as possible. We use Circle Time to explore issues within the class situation and hold annual events to raise awareness and encourage children to say no to bullies.

Parents are always involved and made aware that their child's behaviour is unacceptable.

Any further action necessary would follow the same guidelines as below.
It is Harewood's policy that parents should be kept informed of any persistent or serious behaviour problems.

It is the duty of each class teacher to inform parents of any situation that may arise as the result of serious or persistent bad behaviour. Bad news should not come as a surprise or shock to parents at the parents' evenings. The child may also need to be kept informed and be made aware of the situation. It is vital for staff to keep accurate records of events so that should the need arise, more serious sanctions may be incurred. Incidents that in the opinion of the teacher merit a yellow or red card are entered into the Behaviour Book and on CPOMS. Serious sanctions are unlikely and more difficult without accurate evidence of behaviour and teachers will always first ascertain the reasons or causes for inappropriate or disruptive behaviour. This may help to reduce a child's frustrations or worries.

Home/ school diaries recording behaviour on a daily or weekly basis and regular meetings between the parents and the class teacher or Head teacher are really good ways of ensuring effective lines of communication and effective working partnerships, if the need arises.

Stages of Action

Teacher/child - The teacher ascertains reasons for the behaviour problems and possible causes by discussion with the children involved.

Teacher/parents - The parents are then approached if the problem is repeated or unresolved. Parents and Governors are informed and kept aware of the situation by the Headteacher.

Head/SENCo/parents - The parents are involved in discussion with the Head and SENCo to try and resolve the situation. This may be with or without the child present at the Head teacher's discretion. Outside agencies are involved at this point if needed.

The Headteacher will:

- be made clearly aware of the situation
- monitor actions
- use formal sanctions where needed
- inform parents of both victim and perpetrator

- seek from parents of the perpetrator an undertaking that the act will not be repeated
- refer to the Governing body any repetition of the matter
- ensure that parents, Governors, staff and students are aware of the school's policy.

Review

We have regular discussions at staff meetings to discuss and identify trends in behaviour and use circle time and assemblies to address issues. These guidelines are reviewed annually.

Anti-bullying appendix

Statement of intent

We are committed to providing a caring, friendly and safe environment for all of our school community so they can thrive in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, anyone should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. Bullying will not be tolerated.

What is bullying?

Bullying is the **persistent targeting** of a person by another with the intention of hurting, upsetting or manipulating them. There is an imbalance in power and it is one-sided. Where both parties are engaging in unpleasant and unacceptable behaviour towards the other, then the process and any sanctions must involve both parties. It also includes child on child abuse (see also Safeguarding Policy and KCSiE). It is never acceptable to excuse it by claiming it was a joke or "banter".

Bullying can be any of the following, however please note this is not an exhaustive list:

- Emotional — being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical — pushing, kicking, hitting, punching or any use of violence
- Verbal — name-calling, sarcasm, spreading rumours, teasing
- Sexual — unwanted physical contact or sexually abusive comments
- Cyber — All technology which enables social networking, such as email & internet chat room misuse (offensive posts/messages, 'hate' pages), x-box etc,
  Mobile threats, insults, taunts or images sent by text messaging & calls,
  Misuse of associated technology , i.e. camera & video facilities, imaging software.
- Prejudice — all of the above may be used and focussed on a child's living & learning needs (SEN, including those children with ASD), family background, race, religion, culture and sexuality (including transgender or homophobia) and following investigation may be deemed to be categorized as hate incidents/crime and will be dealt with accordingly - see procedures overleaf.

Objectives of this policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and follow the school's policy.
- As a school we take bullying seriously. Pupils, parents and staff should be assured that they will be supported when bullying is reported.

Signs and symptoms

All adults should be aware of these possible signs and that they should investigate if a child (or parents report that their child):

- changes their usual routine
- is reluctant to come to school which may include walking to or from school or feels ill in the morning
- has unexplained absences
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- begins to do poorly in school work
- has possessions, including money, which are regularly damaged or " go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable

- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- has inappropriate reactions/views on e-safety for their age

Of course, these signs and behaviours could indicate other problems, a number of them are simply reflective of how children can be at this age but bullying should be considered a possibility and should be investigated.

Procedures

1. Report bullying incidents to someone who then will pass it on to an appropriate member of staff.
2. All incidents will be investigated and cases of bullying will be recorded and acted upon.
3. Any action taken to address the reported bullying will be explained to the victim and action will be taken to help the bully (bullies) change their behaviour.
4. Both sets of parents will be informed and invited to meetings to discuss the problem if necessary.
5. If necessary and appropriate, police will be consulted.

Prevention

We will use a variety of strategies for helping children to prevent bullying. Every year we will have a focus on work to promote anti-bullying. This may include Y6 children creating a children's charter; work on building children's resilience; work on raising self-esteem. This will include working with both the children and families.

The Review Process

Each year SLT and staff will review our policy, using data from the Online Pupil Survey and parental views to ascertain the 'in school' attitudes towards bullying; how it is dealt with; and effectiveness of this policy.