

# Harpenden Academy School

## Behaviour in Primary Phase Appendix



### The way we achieve and succeed:

- 1 The school will be a calm, safe and secure place for learning.
- 2 Everyone will create as many positive learning experiences for all the children.
- 3 Learning will be exciting and meet the needs of all pupils.
- 4 Everyone will be a good role model for the pupils. We will give time, support and direction to encourage pupils to be positive citizens.
- 5 All pupils will be valued. They will succeed in learning and school life.

We also believe:

- 1 All pupils have a right to learn and all staff have a right to teach.
- 2 All pupils should be encouraged to be honest about their behaviour, with themselves and other people, and help them to learn from their experiences.
- 3 All pupils should know that they are liked and listened to and will be treated with respect, consideration, politeness and concern.
- 4 All pupils should learn that all behaviour has consequences, which may include rewards or may include consequences to their choices.
- 5 Pupils will be given time to reflect on their behaviour choices.
- 6 Good behaviour is appreciated and encouraged.
- 7 Inappropriate behaviour has consequences however a fresh start is always available.
- 8 All pupils should know that inappropriate behaviour will not be ignored or overlooked and that in rejecting the behaviour choice, the pupil is not rejected.
- 9 All pupils should see that staff have a high expectation of behaviour, apply the behaviour code consistently and share the responsibility for maintaining high standards throughout the school and grounds.

At Harpenden Academy we will not tolerate:

- Bullying; whether verbal, physical or emotional
- Racism; whether by word, action or attitude.
- Fighting (including "play fighting") or deliberately hurting others.
- Swearing.
- Anti-social behaviour.

We believe that as a member of our school, pupils and adults have RIGHTS and RESPONSIBILITIES:

Responsibilities:

- To respect the decision of others to get on with their work and play.
- To work to the best of your ability.
- To respect and care for others.
- To listen and respond to thoughtfully when being spoken to.
- To be honest and truthful at all times.
- To show care and consideration to all things included in the school environment.
- To show integrity and tell a member of staff if you see someone being treated unkindly.

Rights:

- All pupils have a right to learn; to get on with their work or play safely.
- To be yourself and be proud of your achievements.
- To be treated fairly and with consideration.
- To express your views in an appropriate manner and know that you will be listened to.
- To feel happy, safe and confident.
- To tell a member of staff if someone or something is causing you problems.

## **Rules:**

To follow the Harpenden Academy Way, see below:

### Developing Responsibility

**The Power in me** - managing myself and thinking for myself.

The POWER IN ME is a fun and simple idea to help pupils to realise that they can think for themselves and develop the right attitude to MY LEARNING, i.e. it is within them. The aim is that all pupils will develop the personal 'power' to take control over learning, behaviour and aspiration.

POWER has been divided into 5 areas in order to develop crucial life skills that should become part of them as they leave at Year 6.

The 5 Powers	Competence	Skill
Power 1 Personal Learning	Personal Learning	Identifying your best learning style; aspirations; motivation; independence; high achievement; manage IT
Power 2 Organisation	Personal Organisation	Organisation to completing homework to date; using time productively; having the correct PE kit on the days needed
Power 3 Well Being	Personal Presentation and Well-being	Personal manners, behaviour and values; integrity; fitness; confidence; range of communication skills
Power 4 Everyone Matters	Manage with others; people	Work in teams; manage friendships; relate and empathise to others; be an active citizen, manage money, understanding of Global community
Power 5 Respond Well	Manage situations and feelings	Change, perseverance and commitment. Reflection on work completed.

The POWER, as explained above, reflects the behaviour process that is used in the Early Years Foundation Stage which focuses on characteristics of learning.

## **Whole School**

### **Rewards:**

Good choices are rewarded by:

- Proud Cloud - A pupil that has shown good effort towards learning or their learning attitude within the classroom.
- Fine Diner - A pupil that has shown good manners at the table: or has cleaned up well after themselves: or has helped somebody else during the lunch hour.
- Spot On stickers - given to any behaviour that reinforces a good learning environment and ethos: good manners; using SLANT; showing the 6 B's; being ready to learn; pupils conducting themselves appropriately around the school building.
- Spot-On awards to be recognised on a Monday assembly when they have been assigned to the relevant family groups.
- Class Dojo points - awarded to pupils when they are demonstrating specific learning behaviours.
- Class rewards -

### **Consequences:**

Pupils who make bad behaviour choices are sanctioned by:

- A first reminder of expected behaviour.
- A second reminder and a time (5 minutes) allocated in the calming corner.
- On the third reminder the pupil is expected to spend 5 - 10 minutes in an alternative class. A class teacher would want to speak to a parent if this is persistent.
- On the fourth warning a pupil will be sent to the Key Stage Leader, with work to complete that they may not have completed in class for a longer stay. It is up to the Key Stage Leader if the pupil is ready to join their class. The class teacher should speak to the pupil's parents to explain what has happened.

- If an inappropriate behaviour continues to be displayed, the pupil will then be sent to the Deputy Head for an appropriate consequence: completing work in own time; writing letters of apology; or other appropriate consequence
- Finally the pupil's behaviour is discussed with the Head teacher and parent.

### **Early Years Foundation Stage only**

Every pupil has the opportunity to get under 'Mr Happy' as recognition of their positive behaviour choices. Sanctions are wiped clean at the end of the day reinforcing that tomorrow is a fresh start.

#### **Mr Happy Rewards**

- 1 If good work/behaviour is seen children can write their name under Mr Happy. They will receive verbal praise and given an explanation as to why the work/behaviour was rewarded.
- 2 If good work/behaviour continues, children can receive a sticker at the end of the day.

#### **Consequences**

- 1 Children will be given a verbal reminder of expectations.
- 2 Children will have to write their name under the yellow card.
- 3 Children will have to write their name under Mr Grumpy. They will have 5 minutes time out of their playing to learn time, away from other children and parents will be informed.

## Serious Poor Behaviour is Unacceptable

### What is serious poor behaviour?

- Hurting another pupil
- Swearing
- Racism in all forms
- Consistent disruption of lessons
- Endangering other pupils by their actions
- Leaving the school building during the school day without consent of a member of staff
- Bullying in all forms
- Persistently showing a lack of respect for others (pupils and adults)

### Action

The school will:

Log the behaviour

1st entry    missing playtimes; given tasks

2nd entry    limited playtime; behaviour plan; inform parents in form of a behaviour sheet; working in a partner class for a day

Pupils will have 3 chances over a half term and then start “afresh” (unless several incidents have occurred very near to half term).

If a child’s behaviour is deemed to be beyond what is acceptable and exhibits extreme aggression, both verbal and physical, then this may result in exclusion.



## Anti-social and Poor Attitude is Unacceptable

Harpenden Academy wishes to play its part in reducing anti-social behaviour in society and therefore takes firm action against it.

### What is anti-social behaviour and poor attitude to adults?

- Being rude
- Persistently talking about others behind their backs
- Choosing not to listen to an adult
- Rolling eyes
- Turning away
- Laughing at an adult
- Choosing to ignore school rules immediately after being told off
- Making negative comments/remarks towards other pupils, their families or adults

### Action

The school will:

Log the behaviour

1<sup>st</sup> entry      missing playtimes; given tasks

2<sup>nd</sup> entry      limited playtime; behaviour plan; inform parents in form of a behaviour sheet; working in a partner class for a day



Pupils will have 3 chances over a half term and then start “afresh” (unless several incidents have occurred very near to half term).

Enter him/her in the serious misbehaviour book and/or exclude him/her from the class in the form of an internal exclusion. If behaviour becomes typically extreme then Senior Leaders will make the decision to call the parents and for the child to receive an exclusion.

### Classroom

- A first reminder of expected behaviour.
- A second reminder and a time (5 minutes) allocated in the calming corner.
- On the third reminder the pupil is expected to spend 5 - 10 minutes in an alternative class.

*Revised seating plan; regular contact with parents; targeted proactive behaviour chart; discuss options with KS lead; observe pupil in a more successful context; daily meeting with pupil to agree on successes for the day and ongoing targets; provide opportunities for taking responsibilities within lessons.*



### Key Stage Lead

- On the fourth warning a pupil will be sent to the Key Stage Leader, with work to complete that they may not have completed in class for a longer stay. It is up to the Key Stage Leader if the pupil is ready to join their class. The class teacher should speak to the pupil's parents to explain what has happened.

*Meeting with pupil to discuss issues raised by the class teacher; meeting with parent to discuss ongoing problems and possible strategies for improvement; targeted KS behaviour chart monitored by KS Leader; discussion with Deputy Head Teacher to discuss further action if necessary*



### Head Teacher

- Finally the pupil's behaviour is discussed with the Head teacher and parent.

*Meeting and phone calls to parents; letters to parents; meeting and discussion with pupil; discussion with SLT members*

# APPENDIX 1

## HARPENDEN ACADEMY WAY BEHAVIOUR SHEET

Name:

Class:

Date:

Where did the behaviour happen?

Which part of the Harpenden Academy Way did you break?

What is the consequence of breaking the Harpenden Academy Way?

How can you make the situation better?

What happened?

Child's comments:

Adult's comments:

DRAFT

Signed .....(Child)

Signed .....(Adult)

Parent's comments:

Parent's signature.....