
Harold Court Primary School



POSITIVE BEHAVIOUR POLICY

Moving forward together,
striving for excellence!

HEAD TEACHER: Mrs L. Hogan-O'Neill

POLICY ADOPTED: _____

POLICY TO BE REVIEWED: _____

SIGNED HEAD TEACHER:.....

SIGNED CHAIR OF GOVERNORS:.....

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Introduction

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts or disadvantages on any group or individual within our school community.

At Harold Court Primary School we believe that:

- “Before all else people should find in our School an atmosphere of sincere respect and friendship”
- A personal relationship is always a dialogue rather than monologue. We try to give serious consideration to the relationships and system of communications, which exist between all members of staff at every level.
- The visible signs of care, concern, respect for all who make up the school community, are displayed.
- Problems should be discussed and conflict avoided.

This policy outlines Harold Court’s approach to behaviour, discipline, and bullying, racial and sexual equality.

Underpinning the policy:

Aims of the school

Harold Court Primary School has a mission statement, which is reflected in all aspects of school life:

‘Moving forward together; striving for excellence’

It is a brief mission statement so that every child in the school can learn it.

More specifically we aim:

- a. To grow and develop into confident and independent young people with positive reinforcement together from home and school
- b. To provide an excellent, balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical growth of our children
- c. To teach children care and respect for one another
- d. To ‘catch one another being good’

We hope that through our work, all of us associated with the school can be filled with wisdom. Whatever stage we are at in our journey we should be ready to learn and to share our wisdom with others.

Our Ethos

“Ethos is the characteristic belief and spirit of a given community”

We want our school to promote an ethos where we can all grow. By ethos we mean the “atmosphere or climate which can somehow be sensed within a school community” Ethos is created by a great many influences, which affect the quality

of relationships and the process of learning within the school. Each school has its own distinct environment which can be seen in:

1. The atmosphere of welcome,
2. The visible signs of care, concern, respect for all who make up the school community,
3. The décor notices and displays.

The ethos is *created*.

The inspiration for this comes from our children:

The belief that all human beings are uniquely created, loved and worthy of respect.

These principles underpin all the rules of behaviour and discipline within the school and apply to staff and pupils alike. Parents and other visitors to the school are also expected to abide by these principles. It is by the whole community adhering to this policy that pupils will maximise a positive learning experience.

Our Approach - The Harold Court Way.

The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The School Parliament has decided upon a guide to maintain these school principles.

The Harold Court Way;

- Have a positive attitude
- Aim for my targets
- Always do my best
- Be a good team member
- Welcome each other in a polite and positive way including visitors
- Be organised
- Be responsible
- Present my work neatly
- Look after the school environment
- Be helpful and polite always
- Respect other people
- Be enthusiastic
- Listen to what other people have to say
- Be prepared for challenges
- Be honest
- Encourage people
- Make the playground a happy place for everyone

The Harold Court Way is displayed in every classroom in the school.

The rationale of the behaviour policy is not a system to enforce rules but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Respect for others

It is essential that everyone shows respect for one another in order that the work of the school may progress.

*Teachers have the right to teach
Pupils have the right to learn*

Self discipline and Self respect

The basic school rules and expectations are contained in the following section. These aim to give clear guidance to staff, pupils and parents as to acceptable and agreed behaviour and procedures in most situations. School rules cannot cover every eventuality and we expect common sense and consideration for others to guide our actions in those situations for which there is no specific rule.

By following the rules and acquiring habits of good behaviour pupils will develop self-discipline. Good behaviour and consideration for others will attract praise and approval, and feelings of self-worth and self-respect. (See Appendix 7 Lunch time policy)

Acquiring the ability to distinguish between Right and Wrong

As children mature we expect them not only to learn good habits but also to develop a moral sense of what is a right action and what is a wrong action. We believe that our Behaviour and Discipline Policy encourages this development, not simply by stating a set of rules to be followed without argument, but by setting a standard for everyone in the school community to meet. Good behaviour and consideration for others will be rewarded and, where our expectations are not being met, disciplinary sanctions will be applied fairly and consistently.

Incentives

It must be recognised that perhaps the most important aspect of any learning environment is the positive rewards children receive from both adults and their peers. We can create a positive learning environment by recognising positive efforts, praising pupils and building mutual respect between staff and pupils and between pupils themselves.

The following are some of the incentives which are available for use by all staff: -

- Verbal praise;
- Verbal praise accompanied by a note/stamp/sticker/house point in the pupils' exercise book/journal.
- Nominating a child each week as STAR of the week. STAR WRITER and MIGHTY MATHEMATICIAN
- Termly nominations for our Awards Assembly.

The school believes in praise and encouragement as methods of fostering acceptable standards of behaviour and academic work. Children are motivated when their efforts are recognised and thus have targets at which to aim.

At Harold Court Primary school there are four Houses, into which the children are divided: Curie, Cavell, Nelson and Scott. House points are awarded to children for all aspects of work and behaviour in the school. At the end of each week the House points are totalled and captains are presented the house cup and therefore those in that house are declared the overall winner.

Attendance certificates are awarded to the class at the end of the week for the highest attendance along with those at the end of each term who have an attendance percentage over 96% our school target and 100%.

Children are issued with 'Catch me being good cards' these can be given for showing good manners, being kind to a friend, thinking about others before themselves and so on. Each week those who have been awarded the most cards attend a special tea party with our Head Teacher.

Pastoral Care

At school we are concerned with the "whole" child and not just academic achievement. If a child does not appear to be happy then it is likely that she/he will not do very well. For this reason each class teacher will be concerned with how children are getting on with each other and how they will get on with adults. If a child appears to be unhappy, the class teacher will initially aim to support the child in dealing with the root cause of this, provided it is only a minor disagreement. There are many tools such as the class 'worry box' and 'Circle time activities' as well as assemblies that provide opportunity and resources to deal with such issues. We use the Jigsaw programme throughout school to support pupils in their social and emotional development. Should the problem persist or is of a nature thought to be related to child abuse then the matter will be brought to the Head Teacher and in turn the school will contact social services (if appropriate) and parents to discuss the matter.

Staff are expected to know the children well and to be aware of their needs. On occasions, a child will be issued with a 'Timeout card'. The child may show this card if they need to go inside, possibly to avoid confrontation. There will be no discussion on the playground and the child will ask at the office for a senior member of staff who will deal with the situation. Timeout cards are generally used for anger management but are proven to be helpful to children who are having a continual problem on the playground with social situations.

Discipline

There is a need for discipline and order within school. The rules that govern the safe and efficient running of our school should be known, along with our system of sanctions. Each class discusses and agrees their own class rules which are displayed within the classroom. It is important to create a calm environment in which positive relationships can flourish. Inspired by our school aim we incorporate into our system forgiveness, healing and reconciliation. Pupils should feel that they can redress any wrong that they have done. (See Appendix 6 Stay on Gold)

Consequences

The following is an outline of the stages for the discipline procedure within the school.

The school aim means that all staff and pupils are accepted and respected. There should be no favourites, no outcasts. Whatever sanctions are used should not “rob pupils of their dignity as Persons”

We seek to develop children self-respect and to be respectful of others. This respect should extend to other cultures and other faith traditions, whilst upholding our British values.

When a child is considered to be behaving in a manner that is not following the Harold Court Way, the following steps will be considered:

1. Verbal warning from the appropriate adult that a child will be moved to silver if they do not address their behaviour.
2. If this continues, then a child will be moved to silver and will not receive a stamp in their diary for that day as they have not ‘stayed on gold’.
3. Continued failure to moderate their behaviour will result in a child moving to bronze and losing 1 minute of their golden time.
4. If a child continues to behave in an unacceptable fashion, then a restorative reflection lunchtime session will be considered by the teacher. Loss of a part of playtime or moving a child to another class may also be used as a sanction when addressing such unacceptable behaviour.

In cases of serious incidents, an incident report will be completed; (See Appendix 1) and the matter will be referred to a member of the senior leadership team. Senior leadership will decide along with the referring member of staff if a red card should be issued. The red card will outline the offence caused and must be dated and signed. A consequence will be recorded also appropriate to child’s age and reflective of needs. It will be sent home for the parents to sign and then be returned to school. Parents will be consulted if a red card is issued.

Although every effort will be made to follow this whole school policy, there may be specific complex situations where this is not deemed to be the most effective course of action. If this is the case, the course of action to be followed will be discussed and agreed with the pupils and parents concerned, and an individual behaviour plan / Pastoral Support Plan will be developed, and outside agencies may be involved. This includes the recording of behaviours over time in the ‘green / red’ book. This will be reviewed depending on the needs of individual children, and before passport reviews. The use of a reflection environment may also be considered.

Further action

If a pupil is frequently referred for behavioural problems, staff will consider whether it is necessary to seek assistance from LA behaviour support services and other multi agencies in accordance with the procedures laid out in the school’s SEN policy.

When all these steps have been taken, and the pupil’s behaviour has not improved, then it will be necessary to consider the remaining three stages on the discipline hierarchy:

- Reduced timetable.
- Exclusion from school for a fixed term period.
- Permanent exclusion.

In the interim arrangements child may need to be made that include:
Restorative reflection session(s).

If the incident is serious there may be a need for an internal exclusion within school which will be decided by the Head Teacher and parents will be informed.

Teacher Cover

Teachers are entitled to 10% PPA Planning, Preparation and Assessment time per week. At Harold Court classes may be taught at these times by one of our skilled Higher Level Teaching assistants. Staff work closely to ensure high quality outcomes for our children, and teachers share relevant information with our HLTAs to ensure high quality teaching and learning. Teachers are fed back to at the end of the lesson or cover regarding lesson outcomes and general behaviour. It is expected that cover is seamless when it comes to expectations of work and behaviour in the classroom to peers and to staff.

Major offences, such as a serious assault on another pupil or a member of staff, may lead directly to fixed term exclusion, regardless of the pupil's history. A Reintegration Interview will be convened between the school, parents and pupil (where appropriate) before the pupil's return to school and it may be decided at this meeting that the exclusion be made permanent.

Positive Handling

The ethos of the school is that control of the pupils should be based on good personal/professional relationships between the staff and pupils. However circumstances may arise in which staff have to use reasonable force to control or restrain pupils. Members of staff will only use reasonable force to control or restrain pupils when all other alternatives have been or cannot be tried (See Restraint Appendix 3 and Physical Intervention Appendix 4). Staff who are working with pupils with challenging behaviour will receive positive handling training. It is our intention to provide this training for as many staff as possible.

Dealing with Bullying

The Law:

Some forms of bullying are illegal. These include:

- Violence or assault
- Theft
- Repeated harassment or intimidation, eg name calling, threats and abusive phone calls, emails or text messages
- Hate crimes.

Reporting bullying

Bullying should be reported to the school in the first place, or to someone that the child trusts if it happens outside of school.

At school

Schools will deal with bullying in a manner that is appropriate to the severity. Schools may discipline the bullies, or they may report it to the police or social services.

Any discipline must take account of special educational needs or disabilities that the pupils involved may have.

Reporting of cyber bullying should be accompanied by records of dates and times of the calls, emails or texts. It is important that messages are not deleted.

Bullying outside school

Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only).

This includes bullying that happens anywhere off the school premises, eg on public transport or in a town centre.

School staff can also choose to report bullying to the police or local council.

Bullying - a definition

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, eg because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger).

(<https://www.gov.uk/bullying-at-school>)

What is bullying?

Bullying is a wilful, conscious desire to hurt or threaten or frighten someone else. It occurs several times on purpose.

The act of bullying as listed above need not be physical. Name-calling, teasing and isolating individuals from friendship groups can be just as damaging. Indeed, these forms of 'mental' or psychological bullying can often be far more damaging to self-esteem, and are more difficult to deal with as they often go

unobserved. The special cases of sexual and racial harassment are dealt with separately in the following section.

We have the right to feel safe and happy, wherever we are, whoever we are. All acts of bullying are in direct conflict with our *aims*.

Our aims

- ❖ There is no place for bullying in Harold Court school, and our aim is to eliminate it.
- ❖ We will give appropriate support to victims of bullying.
- ❖ We will apply appropriate sanctions to those individuals or groups involved in bullying and will develop a positive plan to change this behaviour.
- ❖ Instances of bullying **that are reported** will never be ignored. They will always be taken seriously, and dealt with in a proper manner.

Expectations of Pupils

If you are being bullied, or you believe another pupil is being bullied, you must tell someone. This could be your *class teacher, teaching assistant, midday assistant, deputy or head teacher* or your parents. Most adults take bullying very seriously, so if the first person you tell doesn't believe you, tell someone else.

- If you do not want to tell someone, you can write it down and put it in the worry box.
- Remember that it is not your fault and that it is not normal or acceptable behaviour
- Avoid reacting to a bully in a violent manner. Keep calm (they won't like this) and report the incident as soon as possible.
- Make sure you follow the code of conduct and show consideration to others at all times.

Expectations of Staff

- Be aware of situations that could reflect instances of bullying – children who appear tense or upset.
- Be aware of children who are being isolated in class or from friendship groups.
- React positively to hurtful comments or criticisms that may occur during class discussion, question and answer sessions etc. and reinforce the school's code of conduct and policy on bullying.
- Ensure that the *appropriate member of staff* is informed of any instance of bullying, and what action you have taken.

Remember that adults can be bullies too and it is essential that all staff, by example:

- show that problems can be solved by negotiation;
- deal with problems calmly;
- show tolerance, courtesy and respect to each other and our pupils/students and parents;
- foster positive relations with pupils/students and parents and
- deal with incidents of bullying promptly.
- Report all incidence of bullying whether between children, adults or children and adults

Expectations of Parents

The role of parents is vital in supporting and reinforcing school policy on bullying. Please follow our code of conduct and encourage your child to

- Follow the code of conduct
- Report instances of bullying

You should

- Report any concerns about bullying to the school promptly and follow this with a written record.
- Make sure you get feedback by arranging a follow-up appointment through the school office.
- Let the school deal with a bullying problem; don't approach alleged 'bullies' or members of their family yourself.
- Inform the school immediately if you have further concerns or a bullying problem appears to be continuing or resurfacing.

General Information and advice

All schools experience problems of bullying. For most children growing up involves learning how to build relations with others. This is not always a smooth process as children vie with one another for attention and approval, from peers and parents. Most parents are painfully aware of this as brothers and sisters squabble and, sometimes, fight.

Whilst we all encourage children to be tolerant and get on with one another, conflicts will arise. As children mature their emotions can be very sensitive, and offence can be taken when none was intended. Getting children to talk about upsetting experiences, real or imagined, is far better than leaving them to 'stew' over matters. Be aware also that, in school, gossip and rumour are commonplace and conflicts often arise through misinformation.

It is for these reasons that we always try to expose bullying issues as quickly and openly as possible, in a constructive manner.

Unfortunately, for some children 'bullying behaviour' outside of school is seen as normal. Indeed, bullying in the home is not uncommon, nor is bullying in the workplace. For these reasons the school includes issues of bullying in its Personal, Social, Health and Citizenship Education Curriculum through the SEAL programme so that these matters can be aired in a frank and open manner.

Procedures for dealing with incidents of Bullying

These guidelines should be followed by all staff, teaching and non-teaching, who are aware of, or suspect, any instance of bullying.

1. Action and support for the victim must be provided as quickly as possible.
2. The appropriate member of staff must be informed immediately, of your concerns and this must be followed by a written report.

- 3.** The appropriate member of staff must follow up the incident as quickly as possible making sure that written statements are taken from the children/adults concerned.

A pro-forma is included at Appendix 2 (Blue Incident form to be completed)

- 4.** The appropriate member of staff should, if the situation is serious enough or if it is a repeat, inform both sets of parents of the incident and of the action the school has taken. They should be offered the opportunity to come into school to discuss the situation.
- 5.** Police may be informed at any point if evidence provided is deemed appropriate.
- 6.** Counselling of the bully and the victim, by appropriate staff should take place and be logged. It may be appropriate to involve outside agencies.
- 7.** The bully and his/her parents must be left in no doubt of the schools view of bullying and of the range of sanctions that may be imposed should there be a repeat.
- 8.** Where bullying is between a child and adult it will be treated in the same manner. Statements will be taken and all parties given the opportunity to state the facts. The appropriate authorities and parents will be informed and the sanctions imposed as appropriate. It may be appropriate to involve outside agencies.
- 9.** Bullying between adults within the workplace will be treated with the same response. Statements will be taken and all parties given the opportunity to state the facts. The appropriate authorities will be informed and the sanctions imposed as appropriate.

Dealing with Racial and Sexual Discrimination and Harassment

At Harold Court Primary School we believe that

- *Everyone should be treated with respect and courtesy*
- *Consideration should be given to other people, their feelings and opinions*
- *Problems should be discussed and conflict avoided*

Discrimination – making a distinction between people based on race or gender and acting on that distinction to someone’s advantage or disadvantage.

Harassment – behaving towards someone in a way that is unwelcome or hostile because of their race or gender.

Acts of discrimination and harassment are contrary to *our aims*.

Our Aims

- To treat every individual, regardless of gender, social or cultural background, ethnic origin or religion as being of equal value and having the same entitlement to educational opportunities.
- There is no place for discrimination or harassment on the basis of gender, ethnic origin or culture in Harold Court Primary School and our aim is to eliminate them.
- To provide our pupils’ with knowledge and understanding of other cultures by providing a wide range of experiences: these will involve discussion and debate, displays, including artefacts and poster, visits and visitors, and the use of music, dance and drama.

Expectations of Pupils

If you are being harassed, or you believe another pupil is being harassed, you must tell someone. This could be your *Class Teacher/teaching assistant/other staff member* or your parents. Most adults’ take racial and sexual harassment very seriously, so if the first person you tell doesn’t believe you, tell someone else.

- Remember that it is not your fault and that it is not normal or acceptable to sexually or racially harass someone.
- Avoid reacting to harassment in a violent manner. Keep calm and report the incident as soon as possible.
- Make sure you follow our guidance and show consideration to others at all times.

Expectations of Staff

- All incidents of discrimination and /or harassment must be dealt with positively and immediately.
- Report all incidence of bullying whether between children, adults or children and adults.

- Staff (and parents) must be careful to avoid using patronising language when helping to solve problems with pupils. Be aware of saying things which may worsen the situation such as “don’t call him x, he can’t help being x/that way”.
 - React positively to hurtful comments or criticisms that may occur during class discussion, question and answer sessions etc. and reinforce the school’s code of conduct and policy on harassment.
 - Ensure that the appropriate member of staff is informed in writing of any instance of harassment, and what action you have taken.
- By example
- Deal with problems calmly
 - Show tolerance, courtesy and respect to each other and our students
 - Foster positive relations with students
 - Deal with incidents of discrimination and harassment promptly

Expectations of Parents

The role of parents is vital in supporting and reinforcing school policy on racial and sexual harassment. Please encourage your child to

- Follow the code of conduct
- Report instances of discrimination

Young children may find it difficult to recognise some of the more subtle forms of discrimination e.g. non-inclusion of individuals based on gender or race “this game is too rough for girls”

You should

- Report any concerns about racial or sexual discrimination to us promptly;
- Make sure you get feedback;
- Let us deal with the problem in school, do not confront the offender or their family yourself;
- Inform to the school immediately if you have further concerns or a problem appears to be continuing or resurfacing.

General information and advice

We expect to be treated with respect and dignity regardless of our gender or background. Today there is a richness and diversity of culture and experience in our country which is part of our heritage. This provides a unique opportunity to understand and share the customs of others and their various responses and contributions to our daily life.

Unfortunately, not all adults welcome such diversity and their children bring into School attitudes and language that are not always tolerant or appropriate.

Young children often repeat the language used outside school with little understanding of meaning. Whenever appropriate we will therefore make parents aware that we have a policy of welcoming and celebrating cultural and religious diversity. This may be on an individual basis or addressed during

meetings, assemblies, celebration events, curriculum topics, school visits or invited guests.

Children need affirmation of the value of people all colours, cultures and genders.

They also need to be helped towards avoidance of stereotypes and misinterpretations that can form at a very early age.

Racist incidents may come in many forms for example young children refusing to hold hands or sit next to or partner a child. In older pupils it may be name calling, repeating comments brought from outside school, an aggressive manner towards ethnic minority pupils and imitating accents.

We recognise that young children innocently use the colour of a child's skin as a way of identifying a child to someone else. We must encourage pupils to develop non-discriminatory attitudes towards others.

The school will, therefore, both in social situations and through the curriculum (in areas such as Social, Moral, Spiritual, and Cultural Education, Religious Education, Art, Music, Drama and Dance) continue to develop a wider understanding of Religious and cultural differences. 'Circle Time' will be used as a tool to discuss PSHE topics and encourage tolerance and respect.

The governing reports racial incidents to the London Borough of Havering on an Annual basis. (See Appendix 5 pages 3-4)

Procedures for dealing with incidents of racial and sexual harassment and prejudicial behaviour.

All staff, teaching and non-teaching, who are aware of, or suspect, an instance of racial or sexual harassment, should follow these guidelines. (Staff should be sensitive towards the difference between unwitting discrimination and harassment.)

1. In cases of racial discrimination it should be explained, calmly and quietly, why this may give offence and be discouraged. The Pastoral Lead will carry out restorative reflection work with both victim and perpetrator.
2. Incidents of harassment should be picked up immediately and it must be made clear that this is unacceptable. Action and support for the victim must be provided as quickly as possible.
3. The appropriate member of staff must be informed immediately, of any concerns.
4. The appropriate member of staff must follow up the incident as quickly as possible making sure that written statements are taken from children concerned (See Appendix 5 Pages 1-2).
5. The appropriate member of staff should, if the situation is serious enough or if it is a repeat, inform both sets of parents of the incident and of the action the

school has taken. They should be offered the opportunity to come in to school to discuss the situation.

6. Counselling of the offender and victim, by appropriate staff should take place and be logged. It may be appropriate to involve outside agencies.
7. The pupil who harasses others, and his/her parents, must be left in no doubt of the schools' view of harassment and of the range of sanctions that may be imposed should there be a repeat.
8. If incidents involve members of staff the same procedures will be followed. Statements will be taken and all parties given the opportunity to state the facts. The appropriate authorities will be informed and the sanctions imposed as appropriate.

Exclusion

It is the policy of Harold Court Primary School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of exclusion.

Purpose of this policy

This policy is designed to briefly outline the school's approach to exclusions within the statutory framework as defined in *The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012*. It outlines only where the school applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school.

Principles

1) Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A child (including children from vulnerable groups) may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

2) A Fixed Term Exclusion from the school can only be authorised by the Head Teacher or the Deputy Head teacher acting on their behalf. The length of exclusion will be decided by the Head Teacher and will reflect the seriousness of the child's behaviour. This can be up to 45 days. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

3) In the case of a Permanent Exclusion this can only be authorised by the Head Teacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Head Teacher of the school.

4) The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.

5) The school regularly monitors the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

6) The Head Teacher will ensure that all correspondence to relevant agencies and the Local Authority departments are completed as soon as possible after exclusion.

Notification of Exclusion

1) Parents/Carers including those Looked After Children (the Local Authority with responsibility for the child) is notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day

of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents.

In the consequence of a LAC being excluded, the Local Authority will be notified by the Head Teacher or relevant personnel in his absence by direct phone contact or a face to face meeting.

2) In the case of a Permanent Exclusion parents will be notified by the Head Teacher in a face-to-face meeting. If parents are not available this will be done in writing.

3) A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.

4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. School Home Support Practitioner, Attendance Service or the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour. The school will expect the parents/carers to complete and support referrals to relevant agencies as soon as possible.

5) The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

Students Returning from a Fixed Term Exclusion

1) All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school. It may be deemed necessary for the child to return to school on a part time basis as directed by the Head Teacher for a period of time.

2) As part of the reintegration process children are provided with time to meet with our Pastoral Support Lead who will nurture them and discuss ways forward and reflect on their previous behaviour. The Pastoral Lead will discuss with the child our school rules and how their behaviour can reflect these rules.

Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Head Teacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the Head Teacher's decision and you may meet with them to explain your views on the exclusion
- if the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Relationship to other school policies

The Exclusion guidance reported here within this policy should be read in tandem with the rest of the relevant school policies, particularly the Special Educational Needs Policy and the Equality & Diversity Policy. It also has a close inter-relationship with the Attendance Policy.

This policy is available in English but can be translated into another language on request.



HAROLD COURT PRIMARY SCHOOL

Church Road, Harold Wood, Romford. RM3 0SH.



Telephone 01708 342275
Fax 01708 374698
E-mail: Office@haroldcourt.org.uk
Head Teacher:
Mrs L. Hogan-O'Neill B Ed (Hons)

INCIDENT REPORT FORM

APPENDIX 1

DATE:

CHILD'S NAME:

ACCOUNT OF EVENTS (please continue onto another sheet if necessary)

CONSEQUENCE ISSUED BY STAFF IN LIAISON WITH YEAR GROUP:

PARENTS INFORMED BY: (Name of member of staff).....

(DATE AND TIME):

SIGNATURE (of member of staff)
.....

LOGGED: _____



HAROLD COURT PRIMARY SCHOOL

Church Road, Harold Wood, Romford. RM3 0SH.
Telephone 01708 342275



BULLYING REPORT

APPENDIX 2

DATE:

CHILD'S NAME:

ACCOUNT OF EVENTS (please continue onto another sheet if necessary)

ACTION TAKEN BY MEMBER OF STAFF:

RED CARD ISSUED: YES / NO
(please circle)

PARENTS INFORMED BY: (Name of member of staff).....

(DATE AND TIME):

SIGNATURE (of member of staff)
.....

LOGGED _____

Appendix 3 - Restraint

HAROLD COURT PRIMARY SCHOOL POLICY ON THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

1. The ethos of the school is that control of pupils is based upon good personal/professional relationships between the staff and pupils.
2. However, Section 550a of the education Act 1996 does allow teachers, and other authorised school staff, to use such force as is reasonable to prevent a pupil from doing, or continuing to do, any of the following:
 - Injuring themselves or others
 - Causing damage to property (including the pupil's own property);
 - Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere;
 - Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).
3. All staff at the school are authorised to use reasonable force when it is necessary.
4. Teachers, and other authorised staff, may consider it necessary to use reasonable force where:
 - Action is necessary in self defence or because there is imminent risk of injury;
 - There is a developing risk of injury, or significant damage to property;
 - A pupil is behaving in a way that is compromising good order and discipline.
5. During an incident of restraint the minimum force necessary will be used and the pupil will continuously be offered the opportunity to regain self-control. The purpose of restraint is to restore safety and good order. **Reasonable force can be described as the minimum force necessary to achieve the desired result.**
6. All incidents where reasonable force has been necessary to restrain pupils will be clearly recorded stating:
 - The name(s) of the pupil involved;
 - The date and time reasonable force was used;
 - Why reasonable force was necessary;
 - How restraint was carried out;
 - Who restrained the child/young person;
 - How long this restraint lasted;
 - Who was present during the period of restraint;
 - Any marks noted on the child as a result of the incident and how they occurred;
 - Action taken (e.g. treatment) in relation to any marks or injuries occurring as a result of the incident.

The pupils parents/carer will be informed when it has been necessary to use reasonable force to control or restrain a pupil.

sg214

PHYSICAL INTERVENTION APPENDIX 4

Intervention & Incident Record Form

Name of child:Date:.....

Report Compiled by:

Staff Involved:

Position:

Location of incident:

Details of events leading up to the incident/behaviour

De-escalation Techniques Used: (tick)

Verbal advice and support		Step away	
Reassurance remind consequences/success		Firm clear directions	
Calm voice, posture		Time out offered	
Humour		Time out directed	
Distraction		Limited choices	
Planned ignoring		Negotiation	
Other (specify):			
Pupil Response			
Persistent refusal		Health & Safety risk	
Self-harming		Property damage	
		Injury to others	
Physical (pushing ;hitting; kicking ;biting; spitting		Disruption to:	
Verbal abusive			
Other (give details below)			

Warned child before any physical interve **on** **Yes** **No (if 'No' give reason)**

Reason for Intervention: (tick)

- **Physical safety of the child was at risk**
 - **Physical safety of another child was at risk**
 - **Physical safety of a member of staff was at risk**
 - **The child was attempting to harm him/herself**
 - **Prevent/interrupt absconding**
 - **Behaviour disrupting safe and secure learning**
 - **Last resort**

environment

Any further details:

Description of child response to being held

Signature:

Time:

Date:

Signature of Head Teacher:

Time:

Date:

PLEASE ENSURE THIS INCIDENT IS RECORDED IN POSITIVE HANDLING LOG

Appendix 5 (page 1)

HAROLD COURT PRIMARY SCHOOL PROFORMA FOR RECORDING AND MONITORING RACIAL INCIDENTS

Please use this form to record every issue or incident that involves discrimination in school

Date

Time

Place (please indicate if on school grounds): Y/N

Name of Victim(s)

Name of perpetrator(s)

Please tick appropriate boxes for those alleged to be involved

- White UK ethnic group
- White European
- Other White
- Black Caribbean
- Black African
- Other Black
- Indian
- Pakistani
- Bangladeshi
- Chinese
- Any other group
- Unclassified

V	P

Nature of Incident

- Physical abuse
- Verbal abuse, including derogatory comment/jokes/name-calling/insults
- Graffiti or other written abuse or the display of offensive material
- Differential negative treatment
- Refusal to co-operate with people from other ethnic groups
- Display of racist insignia, literature, leaflets, recruitment or encouragement of others to join a racist group
- Racist comments about people or the work in hand during the course of a lesson or break time
- Ridicule over cultural individuality/diversity
- Unwelcome gestures and aggressive body language
- Damage to property
- Inciting others through any of the above categories

HIAS GUIDANCE: MANAGING DIVERSITY, RACE. EDP PRIORITY 2

Please describe the issue or incident noting whether the incident seems to be unwitting/deliberate or intended

Please specify action taken and attach any statements made by those involved including the victim(s) and perpetrator(s)

**This form was completed by: Date
.....**

Appendix 5 (Page 3)

PROFORMA FOR REPORTING RACIAL INCIDENTS ON AN ANNUAL BASIS

GOVERNING BODY FOR HAROLD COURT PRIMARY SCHOOL

A) NUMBER OF INCIDENTS

Number of incidents reported and recorded at the school

Unwitting g	Deliberat e	Total
<input type="text"/>	<input type="text"/>	<input type="text"/>

Number of pupils involved excluding

victim(s)

Type of Incident

	1 pupil only	2-4 pupils	More than 4 pupils	Total no. of incidents
Physical abuse	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Verbal abuse, including derogatory comments/jokes/ Graffiti or other written abuse or the display of offensive materials	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Differential negative treatment	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Refusal to co-operate with people from other ethnic groups	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Display of racist insignia, literature, leaflets, recruitment or encouragement of others to join a racist group	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Racist comments about people or the work in hand during the course of a lesson or break time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Ridicule over cultural individuality/diversity	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Unwelcome gestures and aggressive body language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Damage to property	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Inciting others through any of the above categories	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Appendix 5 (Page 4)

B) VICTIMS OF RACIAL INCIDENTS

	Pupils	Adults
Please enter the total numbers involved	<input type="text"/>	<input type="text"/>

C) ALLEGED PERPETRATORS OF RACIAL INCIDENTS

Please enter the total numbers involved

Pupils	Adults

D) WHAT PATTERNS HAVE YOU IDENTIFIED FOR YOUR SCHOOL?

E) WHAT ACTION HAS BEEN TAKEN?

F) ISSUES REQUIRING GREATER SUPPORT FROM LEA?

G) SIGNATURE OF CHAIR OF GOVERNORS:

..... **DATE:**

Appendix 6 STAY ON GOLD.

All children start each of the three sessions (morning, after break and after lunch) on gold.

Colour / Level	Behaviour	Consequence / outcome
	For outstanding behaviour.	Acknowledged with verbal praise and moving to the crown.

		Praise note sent home.
Gold	Being an excellent role model and consistently following the Harold Court Way.	30 minutes of Golden Time a week. Daily stamp in planner.
Verbal reminder of expectation given.		
Silver	<p>Any low level disruption such as</p> <ul style="list-style-type: none"> • Talking, not listening; • Not following instructions; • Calling out, disturbing others; • Moving around the classroom without permission; • Running; • Careless pushing in the corridor; • Name calling; • Arguing with peers; • Littering; • Not consistently following the Harold Court Way. <p>(NB This list is designed to provide examples and is not exhaustive.)</p>	<p>Verbal warning that behaviour is unacceptable and reminder of expectation given in accordance with the Harold Court Way. Stamp in planner not received on this day.</p>
Bronze	<p>Persistent 'Silver' behaviour;</p> <ul style="list-style-type: none"> • Shouting/calling out during teaching time; • Deliberately hurting someone's feelings; • Being rude or answering back; • Deliberate pushing in the corridor. <p>Failing to follow the Harold Court Way.</p>	<p>Loss of golden time. A child will lose one minute off of their golden time, each time that they are placed on bronze.</p> <p>Should a child consistently lose their golden time, then a lunch time restorative reflection session will be used to support the child in making good choices in future.</p>

	(NB This list is designed to provide examples and is not exhaustive.)	Consideration will also be made to moving a child to another class for a fixed period during a morning or afternoon session. Persistent attendees of these sessions will be monitored and brought to the attention of the SLT for further consideration.
Red	Swearing with intent; Fighting / biting; Serious and physical / verbal abuse to staff / children; Serious damage to property /stealing; Inappropriate use of internet / email; Running out of school; Being racist; Throwing things with intention to damage or hurt; Refusing to follow an instruction. (NB This list is designed to provide examples and is not exhaustive.)	Incident Report Form (Appendix 1) to be completed by member of staff involved. Head teacher informed at all times. Red card issued – parents called in to speak about incident with Senior member of staff present. HT/DHT may call home prior to this meeting to inform them of their children’s actions. Other actions could include Internal exclusion (recorded) Fixed days exclusion Police contacted.

STAY ON GOLD.

AIMS:

For children to understand what ‘gold’ behaviour is.

To encourage children to move beyond ‘gold’ with their behaviour.

To make positive choices and be recognised for achievements.

For children to take responsibility for their behaviour.

For children to accept that there are consequences to making the wrong choices.

PRINCIPLES:

That all pupils have the opportunity to make positive choices about their behaviour and

influence outcomes.

That teachers integrate a system within daily teaching in order to promote consistent positive behaviour and effective behaviour management skills.

Pupils who are regularly following the rules are noticed and rewarded.

STRATEGY ALLOWS FOR:

A consistent approach that can be used by all staff

Whole class and individual reward system

Least intrusive approaches are used to manage behaviour

Teaching of specific behaviours and routines

WHOLE CLASS BENEFITS:

Children enjoy quality Golden Time together.

.

INDIVIDUAL BENEFITS:

Children who consistently demonstrate good behaviour are recognised.

Children are encouraged to demonstrate higher levels of behaviour and go beyond 'gold'.

This behaviour is discussed and rewarded.

Children become positive role models for their peers.

Children are valued and play an important part in the school's community.

STAY ON GOLD ENSURES THAT:

Children are praised for making the right choices;

Children are recognised for being consistently good;

Children continuously see the benefits of doing the right thing.

Appendix 7

Lunchtime Policy

Aims

Inside:

- Children are encouraged to develop good table manners, independence and respect for everyone during lunchtime.

The following are some of the incentives that are available for use by all staff:-

- Verbal praise
- Verbal praise accompanied by sticker, House Points
- 'Catch me being good' cards
- Conversation with class teacher to nominate award for Star of the week

Children are expected to adhere to the Harold Court Way both inside and outside of the school building.

The Harold Court Way;

- Have a positive attitude
- Aim for my targets
- Always do my best
- Be a good team member
- Welcome each other in a polite and positive way including visitors
- Be organised
- Be responsible
- Present my work neatly
- Look after the school environment
- Be helpful and polite always
- Respect other people
- Be enthusiastic
- Listen to what other people have to say
- Be prepared for challenges
- Be honest
- Encourage people
- Make the playground a happy place for everyone

Outside:

- Children are encouraged to socialise appropriately.
- Equipment must be treated with respect and replaced into the correct receptacle after use.
- Children are not to be in the classroom without adult permission and children must seek permission before entering the building. Cards issued for children who need to use the toilet.
- At the end of lunchtime when the whistle is blown children must stand still in **silence** and follow instructions from the Mid -Day Assistants (MDAs) in order to replace equipment safely into appropriate receptacles.
- Children must line up and their teacher will come out and collect them.

To achieve these aims:

- Reception will be ready to start lunch promptly at 12.00 p.m.
- Years 1 and 2 will go straight to the hall for their lunch from 12:15p.m to 12:20 p.m.
- Junior classes will go straight into the playground at 12.15 p.m.
- A class monitor will be responsible for their class equipment, ensuring that it is taken out to and brought back from the playground.
- Whilst in the building children will conduct themselves in an orderly fashion. Noise should be kept to a minimum.
- Monitors will bring out and return red Medical Boxes and water bottles to the playground.

Consequences

The Stay on Gold behaviour system applies in the playground environment. **All children start each lunchtime session on gold.**

When a child is considered to be behaving in a way that is unacceptable, the following steps will be taken:

Colour / Level	Behaviour	Consequence / outcome
	For outstanding behaviour.	Acknowledged with verbal praise and moving to the crown. Caught being good slip given.
Gold	Being an excellent role model and consistently following the Harold Court Way.	Acknowledged with verbal praise.
Verbal reminder of expectation given.		
Silver	Any low level disruption such as <ul style="list-style-type: none"> • Talking, not listening; • Not following instructions; • Being cheeky; • Careless pushing in the line; • Name calling; • Arguing with peers; • Littering; • Not consistently following the Harold Court Way. (NB This list is designed to provide examples and is not exhaustive.)	Verbal warning that behaviour is unacceptable and reminder of expectation given in accordance with the Harold Court Way.
Bronze	Persistent 'Silver' behaviour; <ul style="list-style-type: none"> • Deliberately hurting someone's feelings; • Being rude or answering back; • Deliberate pushing in the line. 	Loss of some of play time. Children will be required to spend time out on the wall (Time should be age appropriate - 1 minute for year 1; 3 minutes for year 3 etc.). Should a child

	<p>Failing to follow the Harold Court Way.</p> <p>(NB This list is designed to provide examples and is not exhaustive.)</p>	<p>persistently appear on bronze, then the class teacher needs to be informed in order to facilitate a lunch time restorative reflection session to support the child in making good choices in future. Persistent attendees of these sessions will be monitored and brought to the attention of the SLT for further consideration.</p>
<p>Red</p>	<p>Swearing with intent; Fighting / biting; Serious and physical / verbal abuse to staff / children; Serious damage to property /stealing; Running out of school; Being racist; Throwing things with intention to damage or hurt; Refusing to follow an instruction. (NB This list is designed to provide examples and is not exhaustive.)</p>	<p>Incident Report Form (Appendix 1) to be completed by member of staff involved. Red card issued – parents called in to speak about incident with Senior member of staff present. HT/DHT</p> <p>Other actions could include Reduced timetable Internal exclusion (recorded) Fixed days exclusion Police contacted.</p>

