

Harlands Behaviour Policy

June 2025



‘Striving for excellence for everyone, valuing everyone and our world’



Harlands' Behaviour Policy

1. Policy Statement

Harlands is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community that values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

3. Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

4. Our Moral Purpose and Ethos

Our moral purpose is to strive for excellence in everything we do, valuing everyone and the world around us. We believe that our values underpin our school community and that by offering a broad and balanced curriculum with rich learning experiences in an inclusive and supportive setting, our children have a strong sense of self and feel empowered.

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5. Our Values

At Harlands, we expect everyone to model our values. We believe that our values underpin everything we do. We believe that when all of our school community embrace and uphold our values then it helps the children feel safe, happy and cared for at school.

Responsible	Responsible means being dependable, making good choices and taking accountability for your actions. A responsible citizen looks out for the well-being of others and understands we all have a part to play in making the world a better place.
Optimistic	Optimists see the positive side of things – they are optimistic. They expect things to turn out well. They believe they have the skill and ability to make good things happen.
Confident	Being confident means feeling sure of yourself and your abilities – not in an arrogant way but in a realistic and secure way. Being confident is not about feeling superior to others. It is a quiet inner knowledge that you're capable.
Kind	Being kind is an intentional act that benefits others for its own sake when one is not required to do so. It is generally regarded as a virtue. A kind person shows a genuine, deep and selfless concern for people without expecting anything in return.
Tolerant	Being tolerant is about accepting people for who they are – not about accepting bad behaviour. It also means treating others the way you would like to be treated.
Critical Thinkers	Critical thinking happens when children draw on their existing knowledge and experience, as well as problem-solving skills, to do the following: • compare and contrast • explain why things happen • evaluate ideas • form opinions • understand the perspective of others
Respectful	Being respectful means that you accept somebody for who they are, even when they are different from you or you do not agree with them. Respectful relationships build feelings of trust, safety and well-being. Respect does not have to come naturally – it is something you learn.

6. Our Aspirations

As a school, our aim is to provide children with rich opportunities to develop into confident, accomplished and considerate young people with a love of learning. We aim to inspire our pupils to reach their full potential. Respecting and nurturing each child's unique contribution is at the heart of our work. We encourage co-operative work and play. We want to motivate our children to learn, celebrating effort and achievement.

The School's Role

7. Staff Behaviour

The expectation from all Harlands staff when they are working with the children is that they are:

- Calm, controlled and thoughtful in their responses
- Respectful and positive – show care about the pupils and be consistently positive
- Body language and facial expressions to be appropriate – neutral when dealing with a behavioural issue / conflict
- Deliver 30 second micro-scripts quietly and maintaining pupil dignity
- Restorative conversation to repair relationships

8. First Attention for Best Conduct

Reward those doing it right:

- Publicly praise children doing the right thing – be clear and explicit in the praise
- Use classroom reward / behaviour charts to celebrate good behaviour / choices
- Share and discuss examples of children making good choices and fulfilling the school values
- Send children to another class teacher for additional praise
- For 'above and beyond', celebrate by sending the child or children to a member of SLT
- On a weekly basis award, certificates to be handed out in Key Stage assemblies and nominate a Star of the Week for Whole School assembly

9. Consistent Routines

To optimise positive behaviour for learning, we have to teach, embed and be consistent with routines and expectations. As a school we will use The Zones of Regulation in all classrooms and with all children to help them self-regulate.

We promote:

- Legendary lining up
- Wonderful walking
- Class chants / teacher signals to stop the class
- Careful corridors

Our expectations should be clear and calm and repeated over and again. All staff must be secure in expectations for all routines so when the children get it right they can get instant positive feedback that is specific and clear.

10. On the Playground

Staff will consistently:

- establish break-time routines and be consistent in what, when and how
- be aware of where children are and what they are doing – be consistent in this
- be aware of those children who are not in a positive frame of mind that day and share this information with all colleagues on duty
- apply positive praise and catch good conduct by children
- be visible

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- follow stepped sanctions if needed remember: remind, caution, offer good choices, walk and talk, repair
- use micro-scripts (see Harlands' Behaviour Blueprint)
- walk and talk with a child if they are not following the rules – use PACE (see below) and remind the children of what they are doing well

11. PACE

Positive – use a positive tone of voice – this triggers dopamine and can defuse a situation

Accept – actively accept the emotions underneath the behaviour

Connect – try to find out about the behaviour without judgement – connect then correct

Empathy – use empathy to try and help the child express themselves

12. Supporting Children with Specific Behavioural Needs

As a school, we recognise that behaviour is often a form of communication and can be a sign of an underlying problem that should be further investigated and supported. This is a crucial part of our safeguarding role.

Staff should consider:

- What behaviour is the child demonstrating?
- Is this an indicator of a greater need or worry?
- Can parents or carers shed any light on the behaviour? Is it happening at home too?
- Does the child need additional support?
- Could there be a specific need that has not been addressed?

It is our responsibility to support our children wherever we can, particularly if they are experiencing turmoil or worry and their behaviour is a call for help. This is why relationships with our children and families plays such an important role in everything we do at Harlands.

Children identified with behavioural needs will access appropriate behaviour support offered by our inclusion team and supported by the class teaching team.

13. Behaviour Plans

If a child is finding it difficult to manage their behaviour, then school will initiate discussions to put a support plan between the inclusion team, class teacher, parents or carers and, if appropriate, the child. This focus on what the key issues are, what helps the child and what additional support can be provided. **This will be shared with all adults who come into contact with the child.**

14. The Zones of Regulation

The Zones of Regulation are used throughout the school and **support children in recognising and self-regulating their emotions and behaviours**: social communication and emotional literacy are like languages and therefore need to be taught.

15. Bullying

There is no legal definition of bullying. However, it is usually defined as, *'behaviour that is repeated, intended to hurt someone either physically or emotionally and can be aimed at certain groups, for example 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 (for example: email, social networks and instant messenger)

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if the negative behaviour is repeated over a period of time and on purpose. Children sometimes fall out with friends or say something because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns and disagreements. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Preventative Measures

- Regular PSHE lessons using our Jigsaw scheme of work.
- Assemblies linked to themes associated with 'Ready, Respectful, Safe'.
- Whole school participation in National Anti-Bullying Week.
- Lessons on E-safety and cyberbullying as part of the Computing curriculum.

Identifying Bullying

Some pupils who are being bullied may choose not to report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or absence from school. Adults should be aware of possible signs that a child may be the victim of bullying and investigate further if they have concerns. When an adult finds evidence of bullying, it must be reported to a member of the Senior Leadership Team (SLT) immediately.

Any investigations should be completed fully, with an outcome recorded on CPOMS (an internal online tracking system). All parties should be noted as linked pupils, e.g. the pupil may be the victim of bullying, the child(ren) accused and any witnesses, even if this is not substantiated, for further monitoring. In any case, where a pupil discloses that they are the victim of bullying, or that this is alerted to a staff member by observing possible signs, or through a disclosure by another individual, the parents / carers of the identified pupil will be informed immediately and invited to a meeting to discuss further.

Reporting Concerns

Children at Harlands are taught to understand that they should always report bullying if they are a bystander and witness it happening. Ignoring bullying is unfair to the victim. Staff will ensure that children who report bullying are provided with the appropriate reassurance and support (should

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they require it). Bullying is considered serious misbehaviour and must be reported to a member of the SLT immediately for investigation. Parents and carers are encouraged to alert the school straightaway if they have any concerns about bullying.

Dealing with Bullying

If bullying is identified, a member of SLT will listen and speak to all children involved separately. Staff will reinforce to the bully/bullies that their behaviour is unacceptable. Harlands considers all bullying as serious misbehaviour and appropriate sanctions will be applied according to this policy. If possible, pupils will be reconciled. The inclusion team will provide support to the victim of the bullying. Support will also be given to help the bully/bullies understand and change their behaviour. Parents will be informed and invited to come into school for a meeting to discuss the problem and the support put in place as a result. Cases of bullying will be monitored to ensure that repeat incidents do not occur. Bullying incidents will be discussed at SLT meetings. The Head Teacher will present termly reports on bullying incidents to the Trustees. If necessary and appropriate, social services and the police will be consulted.

Rights and Responsibilities

Pupil's Rights	Pupil's Responsibilities
• To be able to learn to the best of their ability. • To be treated with consideration and respect. • To be listened to by the adults in the school. • To know what is expected of them. • To feel safe. • To be treated fairly.	• To treat others with consideration and respect. • To do their best and let others learn. • To follow instructions from teachers and other staff. • To support and encourage each other. • To take responsibility for their own actions. • To care for and take pride in the environment of the school. • To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
• To be treated with respect by pupils, parents and colleagues. • To be able to teach without unnecessary interruption. • To work in a supportive and understanding environment. • To feel safe.	• To create a safe and stimulating environment in which all children can learn. • To treat pupils with consistency and respect at all times. • To foster good relationships, leading by example. • To involve parents when children are consistently finding it difficult to meet expectations of behaviour. • To work as a team, supporting and encouraging each other.
Parents' Rights	Parents' Responsibilities
• To be certain their children are treated fairly and with respect. • To know their children are safe. • To be able to raise concerns with staff and be told when their child is experiencing difficulties.	• Work with the school to promote good behaviour, challenge inappropriate behaviour and uphold the principles of this policy. • Ensure children attend regularly and on time. • Be aware of the strategies of the school and reinforce these at home. • Promote good behaviour, politeness, courtesy and consideration for others. • Inform the school of any concerns that may affect the behaviour of their child.

16. Legal and Formal Physical Restraint

As a last resort and in extreme situations, the school can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil
- restrain a pupil at risk of harming themselves through physical outbursts.

17. Suspension and Permanent Exclusions

In line with [DFE guidance](#), in exceptional circumstances it may be necessary to suspend a child for a fixed time period and this would always be considered carefully. Decisions to exclude children are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child.

Suspensions can be managed internally and can take the form of the following sanctions:

- removing a break time or lunchtime play
- moving the child to another class for a set amount of time
- withdrawing the child from class

An external suspension would result in the child being asked to stay at home for a set amount of time. Work would be provided for the child and there would be an expectation that the work be completed.

Permanent exclusions will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of the decision-making process.

Legislation

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [Equality act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils at school with medical conditions](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of [the Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

It is also based on [the special educational needs and disability \(SEND\) code of practice](#).

Ratified by FTB, March 2025