



HARMONY
Primary School

Behaviour Policy

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Introduction

The Harmony Primary School **Behaviour Policy** is a stand-alone document, whose purpose is to promote good behaviour, shared common values of honesty, respect, selflessness, compassion, justice and personal responsibility. All pupils, staff and visitors are free from any form of discrimination.

Rewards for good behaviour, and Sanctions when these are not evident, are detailed in the separate **Rewards and Sanctions Section**. The **Behaviour Policy** reflects the guidance from the DfE, as stated in the document, **Behaviour and Discipline in Schools (Jan 2016)** and acknowledges the school's duty to take into account the needs of SEND pupils when promoting good behaviour (**Equality Act 2010**). This policy applies to all pupils at Harmony Primary School.

As this policy involves the recording of personal data, Harmony Primary School (the data controller) handles such data in accordance with the Data Protection Act 2018 (DPA), and only uses it for the purpose for which it was collected and only shares it with third parties where it is necessary for the school to do so, and the law allows it.

Aims of the Policy

- to establish an ethos of positive values and behaviour at Harmony Primary School
- Define what we consider to be unacceptable behaviour, including bullying
- to promote good pupil behaviour in and around school
- to promote good pupil behaviour, in line with statutory and non-statutory advice
- Outline our system of **rewards and sanctions**

to provide all members of staff with

- a clear understanding of what appropriate pupil behaviour is
- strategies to help deal with inappropriate pupil behaviour
- a secure and happy working environment

to provide all pupils with

- a specific Code of conduct relevant to different aspects of school life
- strategies to help improve behaviour

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and promote the school rules. See appendix 5
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

5. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder

- Hurting themselves or others
- Damaging property
- Display and utilise fairly the traffic light behaviour and achievement chart for rewards and sanctions.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

6. Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Promotion of the Behaviour Policy

The **Behaviour Policy** and its accompanying **Code of conduct** are promoted regularly throughout the school year, at Assemblies, Final Assemblies, through the system of Rewards in the school, and especially at points of transition, from one year to another. At the beginning of the school year, all pupils and their Form Teachers go through the **Behaviour Policy** and **Code of conduct**, using it in such a way that is appropriate to the age and year group of the pupils. Pupils are clear about the principles of good behaviour at Harmony Primary School and the sanctions if they do not meet the accepted standards.

Both the **Behaviour Policy** and the **Code of conduct** are displayed in all Form Rooms for ready reference.

In the Summer Term before any new school year and before pupils make the transition to Harmony Primary School, meetings are held for parents and appropriate senior members of staff to discuss all aspects of a pupil's transition, so that it is made as seamless as possible. In such meetings, the tenets of the **Behaviour Policy**, as it applies are discussed and clarified.

The Behaviour Policy is available on the school's website.

Principles Underpinning Good Behaviour

At Harmony Primary School, we will endeavour to ensure that:

- each person is happy and feel satisfied.
- each person feels safe.
- each person is treated with kindness and consideration.
- each person is treated justly.

All pupils, through the way they behave, have a part to play in maintaining this ethos. It is accepted that pupils behave well and appropriately when

- they stop and think before saying or doing anything.
- they remember that they are capable of being positive.
- they understand that when they are kind and thoughtful, others will respond positively towards them.
- they understand that their interests are not necessarily more important than those of others.
- they think about others' needs before their own.
- they realise that aggression, both physical and verbal, is not how needs are met nor problems solved.

Code of conduct

A Code of conduct for pupils complements this policy. It details Good Behaviour (respectful, honest, helpful, kind, obedient) in different aspects of school life. Good behaviour is that which is **respectful, honest, helpful, kind** and **obedient**. If such behaviour occurs, pupils will thrive in a positive atmosphere at school, treat others well and others will treat them well.

Examples of Good Behaviour

Respectful

- treating other pupils and members of staff with politeness and consideration of their feelings.
- listening to a member of staff and responding politely
- touching or using other pupils' possessions only with permission

Honest

- always telling the truth about what has been said, done or seen
- owning up to and taking responsibility for actions or words
- reporting to a member of staff anything that they knows is wrong and potentially has a negative effect on others

Helpful

- being aware of the needs of other pupils and members of staff and giving a helping hand, when needed, without being asked
- helping willingly, and graciously, in any way, when asked by a member of staff
- seeing another pupil struggling to carry all his things, offering to carry some for him

Kind

- being thoughtful towards other pupils and members of staff, treating them as we would like them to treat us
- stopping to consider how it might make another person feel, when tempted to say something nasty
- making the effort to include another pupil if they do not have many friends, or to say something to him/ her in a friendly way

Obedient

- doing as a member of staff asks without question or argument, and in a positive fashion
- following the school policies and procedures, which are in place to help each person function effectively at school
- adhering to class/subject procedures, as set out by the teacher

Members of staff encourage good behaviour by:

- praising and thanking pupils verbally when good behaviour is displayed.
- using a pupil's good behaviour as a model for others.
- informing Form Teachers and other staff about good behaviour.
- informing the Headteacher about particular good behaviour displayed.
- publicly acknowledging good behaviour of individuals or groups, in Assembly.
- dispensing rewards as stated in the **Rewards and Sanctions Section**, such as rewarding pupils with a gold award for outstanding behaviour.
- informing parents, at the end of the day in person, through phone calls and at Parents Evenings, about good behaviour.
 - Staff and volunteers set an excellent example to pupils at all times

What is Inappropriate Behaviour?

Inappropriate behaviour is that which is disrespectful, dishonest, unhelpful, unkind and disobedient. It is sometimes deliberate, sometimes unintentional. Either deliberately or unintentionally, it is a failure to consider the effects such behaviour will have on other people, pupils and members of staff.

Examples of Inappropriate Behaviour

Disrespectful

- treating other pupils or members of staff impolitely, giving little consideration to their feelings and treating their possessions without care.
- walking away or not stopping to listen when a member of staff is speaking.
- being irresponsible or encouraging others to be irresponsible.

Dishonest

- not telling the truth about what was said or done or seen
- giving false excuses for homework not being done or something not being handed in.
- taking part in hiding other pupils' possessions, as a joke or as a means to upset

Unhelpful

- ignoring the opportunity to give another person a helping hand when needed
- failing to carry out a task properly when having been asked to do so
- leaving disorder or mess for someone else to clear up and sort out

Unkind

- not thinking of others when doing or saying something, hurting others in the process
- encouraging others to join in saying or doing things to annoy or upset a pupil
- making fun of another pupil by calling him names or commenting on his physical or intellectual attributes

Disobedient

- ignoring a member of staff having been asked by him/her to do something
- knowingly failing to adhere to the school policies and procedures
- knowingly wearing the wrong uniform

Members of staff deal with inappropriate behaviour by:

- using sanctions as stated in the **Rewards and Sanctions Section**, such as placing the student on reminder or concern.
- reprimanding a pupil for inappropriate behaviour and demanding that it stop immediately.
- reminding a pupil about ways to improve behaviour.
- recording on the school MIS system any misbehaviour of note and any sanctions that have been used.
- informing Form Teachers about persistent inappropriate behaviour.
- informing the Headteacher about seriously inappropriate behaviour.
- contacting parents about particular misbehaviour (in collaboration with the Form Teacher, as well as the Headteacher).

How is Behaviour Monitored?

Pupil behaviour is monitored by all staff, who accept collegial responsibility for it. Staff are kept informed at weekly briefings and through email sent from the database. Good or inappropriate behaviour is recorded on the school's database (see **Rewards and Sanctions Section**). At any type of Assembly, pupils can be commended for good behaviour. For inappropriate behaviour, a pupil may receive a sanction or a letter is sent home to inform parents, and is also recorded on the database. The Form Teacher, responsible for the holistic care of each pupil in the Form, monitors, records and liaises with pupils and parents where necessary. He/she consults the Headteacher, and may collaborate with them in monitoring closely the behaviour of pupils, so that pupils may be helped and patterns of behaviour recognised. The behaviour of pupils is noted in their termly reports.

9. Rewards and Sanctions

Children need encouragement, modelling of positive behaviour and some form of reward in order to reinforce good learning behaviour and attitude. At Harmony Primary School we use a combination of the following:

- Praise
- Achievement Tree - Silver step, Gold awards and certificates
- Letters or phone calls home to parents
- Special responsibilities/privileges, monitor, lead, golden time
- Harmony Star Awards for Healthy Eating, for High Achieving and for Star Reading.

We have our School Rules, which the children are involved in discussing and agreeing. These rules and values are explained at regular intervals to the children and are displayed around the school. When a student breaks a rule, he/she is reminded of the rule and is asked to discuss what the most appropriate behaviour should have been.

In response to poor behaviour, there is a stepped response:

- A non-verbal reminder
- A verbal reminder
- Name of students name moved to Reflection (1) on in class Harmony Achievement Tree
- Name of student moved to Reflection (2)
- A Loss of Privilege through a period of 'time out' at break-time, lunchtime or golden time to reflect and discuss misbehaviour and/or to complete work. This may constitute up to 5 minutes off breacktime at the teachers discretion or the loss of Golden time for that week.
- Letters or phone calls home to parents, this may include behaviour notifications or notification of a 30 minute after school detention
- Sending the student out of the class to the Pastoral Lead or Headteacher
- Giving notice to parents of a one day exclusion from Harmony Primary School
- Giving notice to parents of a three day exclusion from Harmony Primary School

At each stage teachers, SLT members and support staff will seek to de-escalate the behaviour incident with the student and prevent any loss of learning as far as is practicably possible.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy and a meeting with the parents will be arranged to discuss how to remedy this situation.

Please refer to our safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Appendix 1: Code of Conduct

Code of Conduct

At Harmony Primary School pupils are encouraged to maintain a **happy** and safe environment where all members of the school are treated with **kindness** and **consideration**. Each person has the right to be treated **justly**.

Behaviour with Other Pupils

Pupils should:

- speak politely to one another.
- be honest with one another.
- try to think of others before themselves.
- consider how others might feel before saying and doing anything.
- avoid and discourage teasing or taunting of others.
- ask before touching other people's belongings.

Behaviour with Staff Members

Pupils should:

- be honest.
- try to think of staff members before themselves.
- speak politely, in a positive fashion.
- be obedient, having questioned politely, if necessary.
- accept decisions and follow instructions.
- avoid arguing or answering back.
- try to help where necessary.

Behaviour in the Classroom

Pupils should:

- be in a classroom only with permission.
- enter the classroom quietly, in an orderly fashion, and follow the instructions of the teacher.
- put up a hand to attract attention or speak to the teacher when appropriate to do so.
- try to sit away from someone by whom they might be distracted.
- be aware that inappropriate behaviour distracts others.
- avoid swinging on chairs.
- pass something around the classroom rather than throw it.

Behaviour in the School Buildings

Pupils should:

- Refrain from talking unless necessary when walking around the school.
- always walk, with special care taken on the stairs.
- always have a tidy appearance and adhere to our uniform policy.
- always walk through corridors quietly, in an orderly fashion, keeping to one side.
- be patient, avoiding pushing others to get past.
- line up quietly against the wall outside a classroom if waiting to go in

Behaviour Outside the School Buildings

Pupils should:

- leave the school property during the day only with a member of staff
- wait sensibly for school to open, in the morning, without engaging in unruly behaviour.
- always line up in an orderly fashion within the school property when waiting to go to break, to Games, to Assembly or to another school activity during the day.
- walk in pairs along the pavement.
- walk in silence along the pavement, if instructed to do so.
- pay attention to the instructions of the staff member when walking.
- keep up with the group when walking.
- consume food or drink only on school property.
- avoid being in the lavatories when not required.
- line up quietly when directed at the end of break.

Behaviour in Coaches and Minibuses

Pupils should:

- follow the instructions of the accompanying members of staff at all times.
- remain seated at all times with seat belts fastened.
- avoid behaviour or noise that distracts the driver.
- consume no food or drink in the vehicle.
- keep all possessions inside the vehicle.
- avoid communicating in any way with drivers of other vehicles, or pedestrians.

Appendix 2: Staff Training Log: Behaviour

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 3: Behaviour Incident Form

Incident Report Form

Details					
Student:		Staff:		Year:	
Date:		Time:		Lesson:	
Location					
<input type="checkbox"/> Classroom	<input type="checkbox"/> Corridor	<input type="checkbox"/> Stairwell	<input type="checkbox"/> Playground	<input type="checkbox"/> Reception	<input type="checkbox"/> Assembly
<input type="checkbox"/> Toilets	<input type="checkbox"/> Other (please specify)				
Incident Details					
Minor Concerns			Major Concerns		
<input type="checkbox"/> Disruptive Behaviour	<input type="checkbox"/> Disrespectfulness		<input type="checkbox"/> Major Disruptive Behaviour	<input type="checkbox"/> Profanity	
<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Dishonesty		<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Stealing	
<input type="checkbox"/> Non-Compliance	<input type="checkbox"/> Unprepared		<input type="checkbox"/> Threatening Behaviour	<input type="checkbox"/> Vandalism	
<input type="checkbox"/> Other			<input type="checkbox"/> Other		
Description of Incident					

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Steps taken to address the concern

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Official Use *(to be completed by a member of the office team)*

<input type="checkbox"/> Meeting with Pupil	<input type="checkbox"/> Loss of Privilege	<input type="checkbox"/> Peer Mediation	<input type="checkbox"/> Lunchtime Detention
<input type="checkbox"/> Internal Exclusion	<input type="checkbox"/> Phone Call Home	<input type="checkbox"/> Parent Meeting	<input type="checkbox"/> Other <i>(please specify)</i>
<input type="checkbox"/> Other Action <i>(please specify)</i>			

Appendix 4: Letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Detention letter

Dear parent,

I am writing to inform you that _____, has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

Appendix 5: School Rules

1. Raise our hands before we talk
2. Listen carefully when the teacher is talking and follow instructions
3. Use equipment correctly
4. Include and encourage one another
5. Keep our hands and feet to ourselves
6. Walk sensibly around the school
7. Take care of our school and its property
8. Listen to all the adults in school
9. Try our best at everything and help each other
10. Take responsibility for our own action