

**HORNINGSHAM PRIMARY SCHOOL**

# **Behaviour Policy**

*'Together we learn'*



**OUR MISSION STATEMENT STATES THAT WE**

aim to provide a  
Caring Community

where children can grow up confidently and happily  
whilst providing opportunities to develop their potential

## Rationale

We aim at Horningsham to ensure that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supporting way. High standards of behaviour are expected of all pupils at all times and all staff, pupils and parents have a collective responsibility to uphold our values, principles and policies consistently.

## Aims

- 1) To promote good behaviour and respect
- 2) To promote an environment where everyone feels happy, safe and secure
- 3) To foster positive caring attitudes towards everyone
- 4) To encourage self-discipline and responsibility for their own behaviour
- 5) To be consistent and fair with clear boundaries of acceptable behaviour
- 6) To provide measures in preventing unacceptable behaviour

## Approach

A consistent approach by all adult members of the school community is essential in achieving and maintaining effective discipline. We believe that a positive approach to discipline is more effective than being negative and confrontational. Underpinning our approach is the notion that behaviour is choices and consequences. All pupils are responsible for the choices they make and understand the resulting consequences – both in terms of rewards and sanctions.

## Golden Rules

The school expects every member of the school community to behave in a considerate way towards others. In order to achieve this, Golden Rules are established across the whole school. These are displayed in every classroom and in the hall and referred to by all staff. Golden Rules encourage good manners, respect for others, listening to others, self-control, and good working habits.

**Golden Rules**

Do be gentle  
*Do not hurt anybody*

Do be kind and helpful  
*Do not hurt people's feelings*

Do work hard  
*Do not waste your or other people's time*

Do look after property  
*Do not waste or damage things*

Do listen to people  
*Do not interrupt*

Do be honest  
*Do not cover up the truth*

## Roles and Responsibilities

Although the Headteacher is ultimately responsible for overseeing the behaviour and discipline in the school, it is a shared responsibility with teaching staff, TAs, MDSAs and parents.

The Role of the Headteacher	The Role of Governors
<ol style="list-style-type: none"> <li>1. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy</li> <li>2. To report to Governors on the effectiveness of the policy.</li> <li>3. To ensure the health, safety and welfare of all children in the school.</li> <li>4. Support the staff by implementing the policy, setting the standards of behaviour, and by supporting staff in the implementation of the policy.</li> <li>5. Keep records of all reported serious incidents of misbehaviour.</li> <li>6. Give fixed-term exclusions to individual children for serious acts of misbehaviour.</li> <li>7. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.</li> <li>2. The Governors support the Headteacher in carrying out these guidelines.</li> <li>3. Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.</li> </ol>

Children's responsibilities are:	Parents' responsibilities are:
<ul style="list-style-type: none"> <li>☺ To make sensible choices.</li> <li>☺ To treat others with respect.</li> <li>☺ To co-operate with other children and adults.</li> <li>☺ To abide by the Golden Rules.</li> <li>☺ To be responsible for their own actions.</li> </ul>	<ul style="list-style-type: none"> <li>☺ To make child aware of appropriate behaviour in all situations.</li> <li>☺ To encourage independence and self-discipline.</li> <li>☺ To support the school in the implementation of this policy.</li> <li>☺ To be aware of the Golden Rules and expectations.</li> <li>☺ To be good role models.</li> </ul>
Staff responsibilities are:	
<ul style="list-style-type: none"> <li>☺ To treat all children fairly and with respect.</li> <li>☺ To create a pleasant and safe environment.</li> <li>☺ To use rules and sanctions clearly and consistently.</li> <li>☺ To be good role models.</li> <li>☺ To teach and value appropriate behaviour and discourage anti-social behaviour.</li> </ul>	

### Strategies for Encouraging Good Behaviour:

- ☺ We make clear our expectations of good behaviour.
- ☺ We discourage unsociable behaviour by promoting mutual respect.
- ☺ We encourage children to take responsibility for their own actions and behaviour.
- ☺ We set good standards of behaviour through example.
- ☺ We encourage rules being kept with reminders and positive reinforcement for good behaviour.
- ☺ We use praise as the main strategy in encouraging appropriate behaviour.

### Rewards

- ☺ We praise good behaviour both publicly and privately.
- ☺ We award team points, stickers and certificates for helpful, good and kind behaviour as well as for work.
- ☺ We hold regular assemblies to celebrate and reward children's achievements in both work and behaviour.
- ☺ Golden Time takes place in each class weekly to reward a positive attitude in class and for keeping the Golden Rules.

### De-escalation Measures

Ideally preventing disruptive behaviour is a key aim and as a staff we agree working principles based on need within each classroom to minimise situations arising where known triggers are identifiable. Staff however may need to use a range of agreed strategies to de-escalate situations in some instances with disruptive and challenging pupils.

#### De-escalation measures for some pupils include:

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| <ul style="list-style-type: none"> <li>• Use of calm voice and control of noise levels.</li> <li>• Setting clear, simple limits and responses.</li> <li>• Distraction and diverting attention.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide cool down area / resources.</li> <li>• Use positive statements.</li> <li>• Give opportunity for a face saving option.</li> </ul> |
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### Sanctions

#### When poor behaviour is identified, school will use a range of sanctions including:

- ☺ A reminder if the Golden Rules are broken and when inappropriate behaviour is displayed.
- ☺ A warning if misbehaviour continues.
- ☺ Being moved within class (e.g. separated from friends).
- ☺ Loss of privileges if the warning is not heeded, such as missing some Golden Time.
- ☺ Detention – missing part or all of break times.
- ☺ Setting of tasks, such as apology letter/card, writing out lines or rules, community service.
- ☺ Time out or withdrawal (e.g. within an activity, within class, with another member of staff).

The nature of the sanction is to be decided by the class teacher or member of staff. Age and context will always be considered, however our expectations are the same for all pupils. In the case of a dangerous or aggressive incident or flagrant disregard for the Golden Rules then a member of staff should go straight to loss of privileges and inform the Headteacher.

#### If a child repeatedly breaks the Golden Rules:

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| <ol style="list-style-type: none"> <li>1. Withdrawal of privileges over a period of time.</li> <li>2. Involvement of class teacher and or Headteacher as appropriate.</li> <li>3. Informal contact with the parents through the class teacher or Headteacher.</li> <li>4. Formal contact with the parents through the class teacher or Headteacher.</li> <li>5. Home to school behaviour book, if relevant.</li> <li>6. Setting up of behaviour individual behaviour plan.</li> <li>7. Consideration of exclusion procedures.</li> <li>8. Exclusion.</li> </ol> | <p>NB this list includes actions that can be taken and not necessarily the order in which actions progress. Actions will be decided by the class teacher in consultation with the Headteacher and dependent on the context and behaviours displayed.</p> |
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### Partnership with Parents

- Communicating good and inappropriate behaviour with parents is important for reinforcing policy and expectations.
- Working in partnership with parents is essential so that clear and consistent messages are understood by pupils, and that parents can recognise and feel assured our policy is carefully thought out to ensure we manage behaviour fairly and effectively.

### Working with Other Agencies

- Continuing disruptive behaviour may necessitate involvement of other agencies (e.g. Behaviour Support, Educational Psychologist) so that a multi-agency approach can be implemented to support a child and modify behaviour.
- Any work with other agencies will be undertaken with the consent and involvement of the parents.

### Individual Behaviour Plans and Risk Assessments:

- Some pupils will require an IBP (Individual Behaviour Plan) which outlines more specifically set rules, rewards and sanctions following a greater need to monitor and modify their behaviour.
- IBPs will be shared with all staff to ensure consistency in approach and some elements, where appropriate and necessary, may be shared with other children (for their own well-being and in support of a child with need).
- Risk assessments will always be completed following a serious incident (e.g. excessive violence), which clearly outline identifiable triggers, preventative measures, de-escalation strategies, use of restraint and 3 step plan in a crisis.
- Risk assessments will be shared with all staff to ensure that there is consistency and clear understanding of specific procedures and provision for the child.

### **Totally Unacceptable Behaviour**

#### **Vandalism, Racism, Harassment, Bullying, Rudeness to Teachers – none of these in any form is tolerated.**

The following measures will be implemented following an incident (dependent on the nature of the incident and context there may be a need for immediate exclusion and this list may not be done therefore in a progressive order).

- 1) Have calm discussion with child and those involved.
- 2) Inform the parents/invite them into school.
- 3) Record incident and follow up action to be taken.
- 4) Establish / review individual behaviour plan and/or complete a risk assessment.
- 5) Review and monitor regularly.
- 6) Follow exclusion procedures.

#### **Violence (to a member of staff or another child)**

- 1) Try to follow steps 1 – 5 as above.
- 2) For children on an IBP refer to their risk assessment for de-escalation strategies and 3 step plan in a crisis.
- 3) If necessary use acceptable restraint procedures (see section below).
- 4) Follow exclusion procedures and follow steps 1 – 5 on child's return to school (if fixed term exclusion).

### **Use of Restraint:**

- ☹ In some instances there may be a need to restrain a pupil, where they are at risk to themselves and/or others. Restraint may also be an agreed action on a child's individual behaviour plan.
- ☹ Only staff qualified to restrain will undertake this using Team Teach approach.
- ☹ Parents will always be informed immediately if this is implemented and an account will be written up and submitted to the Local Authority (using the LA restraint reporting – red book).

<b>Qualified Team Teach Staff:</b>	Carole Andrews (Headteacher)	Emily Kinsey (TA) Lisa Day (TA/ ELSA)
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### **Fixed-term and Permanent Exclusions**

Only the Headteacher has the power to exclude a pupil from school. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this.

#### **Procedure for exclusion:**

1. Headteacher informs the parents immediately, giving reasons for the exclusion and makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body.
2. Headteacher informs the LA and the Chair of Governors about any fixed-term or permanent exclusion.
3. Headteacher endeavours to meet with the parents and child prior to their return from a fixed exclusion for a reintegration meeting to discuss how their behaviour will be monitored and measures that will be in place.

#### **Appeals**

- 1) The Governing Body shall form an Exclusion Appeals Committee, which is made up of three members. This committee considers any exclusion appeals on behalf of the governors at a Governor Disciplinary Committee Meeting for the child.
- 2) When an Exclusions Appeals Committee meets to consider an exclusion they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the Headteacher's decision is to be upheld.
- 3) If the Governors' Exclusion Appeals Committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Staff Development and Support:**

Regular training and professional development of behaviour strategies will be undertaken by all staff to ensure we are equipped to deal as effectively as possible with all behaviour needs and situations.

Training includes: de-escalation, managing ADHD, ADD, ASD. PRISSM meetings with Behaviour Support, SEND support and EP take place alongside surgeries for staff to discuss and develop strategies with external professionals for specific and general need.

### **Monitoring**

- *The Headteacher monitors the effectiveness of this policy with staff on a regular basis.*
- *The school keeps a variety of records of incidents of misbehaviour and the Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.*
- *The Governing Body monitors rate of exclusions, and ensures that the school policy is administered fairly and consistently.*

<p><i>This behaviour policy is written in accordance with the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with SEN.</i></p>	<p><b>Supporting policies:</b>          SEND Policy          Safeguarding Policy          Code of Conduct Policy for Staff          Code of Conduct for Parents          EYFS Policy          Anti-Bullying Policy</p>
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<p><b>Agreed by Governing Body:</b></p>	<p>July 2018</p>
<p><b>Date for review:</b></p>	<p>July 2020</p>