

# HORTON PARK PRIMARY SCHOOL



Horton Park Primary  
We Learn to Succeed

## Behaviour Policy

Author: Headteacher  
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Review date: Annually

## BEHAVIOUR POLICY

### Rationale:

We want to encourage individuals and groups to understand what is commonly agreed as acceptable behaviour, to develop into trustworthy, reliable and honest individuals who show consideration and respect for others. Any school rules should be clearly understood and ownership of them given to all concerned via consultation and positive implementation/attitudes.

### Aims:

1. To enable teaching and learning to take place in a calm, orderly atmosphere and promote good relationships between all.
2. To create an ethos in which individuals feel valued; where personal endeavour is encouraged and to ensure the promotion of high morale.
3. To stress the importance of being positive in our attitudes, to reward rather than chastise, to praise rather than give reprimand.
4. To ensure that all pupils and staff are clearly aware of what we, as a school, consider to be acceptable behaviour in any given situation.
5. To state and promote the strategies necessary for ensuring a high standard of behaviour.
6. To involve parents in recognising and celebrating positive behaviour as well as keeping them informed of inappropriate behaviour.
7. To help and encourage all pupils, staff, parents and governors in their development of personal awareness and attitude to school life in general.

**NB** For some children the whole school behaviour system is inappropriate and alternative strategies will be employed. These will be discussed between the Inclusion Lead, class teacher and parents. In some cases, the Inclusion Lead may seek support from Behaviour Support and the pupil will need further support and may need a provision map.

*Horton Park Primary School recognises that a number of other policies and procedures developed and operated by the school form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read in conjunction with the policies listed below:*

- *Whole school anti bullying policy*
- *Safeguarding & Child Protection Policy*
- *Pupil Restraint and Reasonable Force policy*

The school rules should be promoted and encouraged at all times using positive strategies and methods. The school rules are:

**Our Five Ways to be Brilliant:** *These are regularly talked through and discussed with the children.*

**We Are Kind** – implies we care about others.

**We Respect Others** – implies we value different viewpoints arising from our different backgrounds or needs.

**We Think about our Learning** – implies we are motivated and engaged.

**We Listen and Act Fast** – implies listen well, work well and concentrate. We need to learn well together with others.

**We Are Honest** – We tell the truth.

## **Reward Systems:**

- “Traffic Light” system (“smiley, straight & sad faces” – Reception)
- After every morning and afternoon session – children that are still on green will be rewarded with 1 Dojo per session.
- Daily Dojos to be collected – Class Dojo chart on IWB
- Reception children collect personal points – class personal point chart.
- Number of personal points/Dojos earn rewards – numerically EYs– Prizes for every 20 points. KS1 and KS2 – annually children can spend or ‘bank’ their points for a larger prize the following year.
- Children who are ‘green’ all week – Class reward time – **Reception only**
- Golden Time in KS1-KS2 to be celebrated at the end of half term – to celebrate positive learning behaviours and effort.
- Weekly good work/positive attitude towards learning assembly – Marvellous Me badges/stickers to be given out weekly.
- Star of the week stickers to be put into diaries weekly – 2 children per week.

## **Consequences (After break times and lunchtimes, all children start on green)**

1. Praise the other children and address the behaviour reminding the children of the rules
2. 1<sup>st</sup> warning – verbal warning
3. 2<sup>nd</sup> warning: Name on Amber, 10 minutes (this may vary according to age and need) in an allocated reflection station in the parallel classroom
4. 3<sup>rd</sup> warning: Name on Red (Call SLT/WLT and inform and action will be taken accordingly)
5. Behaviour incidents recorded on CPOMS at the earliest possible time, consequence agreed between staff and SLT/WLT. Severe behaviour incidents to be shared with parents and reported to SLT/WLT, this may lead to short, mid and long term strategies for identified children (individual reports).

**Mentoring Available:** as per rota in allocated space

Teachers to complete referral form via the online system and SLT/WLT will allocate mentoring sessions where available.

## **What Constitutes Severe Behaviour?**

- Physical abuse staff/children
- Extreme verbal abuse
- Weapons
- Arson related items
- Stealing
- Racism
- Serious damage to property
- Breach of Acceptable Use Policy
- Continuing behaviour that is disruptive to peers learning - following classroom consequences
- Not following the Covid-19 guidelines deliberately

**Serious incidents are always recorded on CPOMs and a member of the Leadership Team to be informed immediately.**

**Parents informed whenever there is a serious behaviour incident and actions updated on CPOMS**

**Lunchtimes:**

All children to follow the 5 Ways to be Brilliant.

It is essential that all staff on duty are alert and aware - praising any positive play or interaction.

ALL complaints from children should be listened to and dealt with accordingly. The child must know that their concern is being or has been addressed. Further assistance must be sought via SLT/WLT as soon as possible. Children must be appropriately reminded of the school rules and expectations at all times.

**Rewards**

Staff to give Dojos/stickers for following the 5 ways to be brilliant.

**Outdoor Consequences:**

1. The child will be sent immediately to the Reflection Area outside in specified zone. SLT/WLT/Learning Mentors to be informed via Walkie Talkie if needed.
2. CPOMs will be completed.
3. A member of SLT will talk with the child and contact parents by letter or phone if necessary.

**CPOMs**

All incidents of behaviour will be logged onto CPOMs by the member of staff who has dealt with the incident first hand. Members of SLT and the appropriate Learning Mentor will be notified about the behaviour and actions are followed up by the designated member of staff.

If required, the School Leader will contact the parents via the telephone. If the behavior persists or is serious behaviour the parents will be asked to come in to school for a meeting.

**Special Educational Needs and Disabilities:**

Learners with additional needs may have personalised plans for behaviour. These will include a 'Star analysis sheet' and reward / report charts (To be updated alongside the Covid-19 guidelines). These are produced in consultation with the children and their parents.

**Parents must always be consulted at each stage.**

Learners who have social emotional or mental health issues (SEMH), substantially greater than most in the class have Special Educational Needs or Disabilities:

The Inclusion Lead should be informed if any concerns arise.

*If a child clearly cannot be supported with the whole school behavior system, and thus is having to be modified for them.*

Personalised interventions in addition to provision maps. Agency involvement possible.

EHCP with needs clearly identified with objectives to be met. Annual reviews to be carried out with all agencies involved.

The Inclusion Lead will advise stakeholders so that Behaviour Support Plans can be produced or updated.

The Educational Psychologist/SEMH Team and teaching support agencies may be

consulted.

An Early Help referral or Early Help meetings may be raised with parental involvement. Outside agencies may be contacted e.g. Child Health Services including School Nurse and/or Commissioned Speech and Language therapist to work with key families.

### **Sexism and sexual harassment**

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

**Sexist comments** are those which discriminate based on sex, particularly against women. **Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Contact parents regarding the incident

Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

### **Peer on peer abuse**

All staff will challenge any inappropriate behaviours between peers. Staff will never downplay behaviours or dismiss sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

**All staff will report all concerns regarding to peer on peer abuse to the DSL immediately. The school's response to allegations of peer on peer abuse will be:**

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Whilst school will not tolerate behaviour of this kind, all pupils will be listened to and supported so that they can change their behaviour. School will listen to the victim(s) and that their wishes will inform our response, but school will make the final decision.

Pupils are encouraged to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

**Staff advise pupils that we will:**

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

**Reporting incidents benefits everyone, including:**

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

### **Reasonable force**

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school (see Pupil Restraint Policy). In these rare cases, staff will -wherever possible - use the techniques taught as part of the Team Teach training.

### **Powers of search**

On extremely rare occasions, it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. This property will be retained and returned to parents or pupils as appropriate. This is related to the principle of the safety of all members of the school community.

### **Allegations of abuse**

Allegations of abuse will be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Serious action will be taken against pupils who are found to have made malicious accusations against school staff, including exclusion.

### **Exclusions**

Where a child persistently misbehaves, the School Leader or a member of the SLT will be informed. Parents will also be informed of the behaviour. In some cases, the

School Leader may choose to exclude the pupil. This may include internal exclusion, lunch time exclusion or exclusion at home. Parents will be informed of the decision. These extreme behaviours might include (although not exhaustive):

- \*Verbal abuse to adults – comments, swearing or suggestions which could cause deep offence
- \*Physical abuse of children and adults
- \*Persistent racist or homophobic remarks or behaviour
- \*Persistent and deliberate hurting of other children
- \*Persistent defiance to adults, both verbally and non-verbally
- \*Persistent disregard for other people's/school property

Each case will be treated individually according to the circumstances and the action taken in one case will not set a precedent for any other.

### **Damages**

Parents will be expected to pay for any deliberate damage by their children to either equipment or to the school building.

**Date:** October 2021

**Approved by:** SB

**Date of review:** October 2022