

HORTON PARK PRIMARY SCHOOL



Horton Park Primary
We Learn to Succeed

Behaviour Policy

Author: Headteacher
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Checked and Approved: Governing Body
Date of Governing Body Approval:

Review date: Annually

Behaviour Policy

School Mission Statement: ‘Where Everyone Learns to Succeed’

“Providing our children with the cultural capital they need to be successful in our thriving community and beyond”.

<u>Resilience</u> The ability to recover quickly from difficulties and to never give up!	<u>Problem Solving</u> The process of finding solutions to difficult or complex issues	<u>Experiences</u> A range of opportunities which will support to further enhance learning
<u>Communicate</u> Share and exchange information effectively with others	<u>Vocabulary</u> The technical vocabulary within the curriculum to demonstrate and enable children to talk with fluency	<u>Mutual Respect</u> Developing strategies to collaborate with a range of people despite differences of opinions

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 safe and calm environment and promote positive relationships between all
2. To create an ethos in which individuals feel valued
3. Use positive language and reinforcing and celebrating the success of the pupils.
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 Some pupils may find it difficult to follow the whole school behaviour system. In these instances, the staff along with the Inclusion team will ensure that alternative strategies are considered.

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:

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

We Respect Others

We Think about our Learning

We Listen and Act Fast

We Are Honest

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 as part of Investors in Pupils – to celebrate positive learning behaviours and effort.
- Weekly celebration 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.
- Reading, Writing, Maths stickers to celebrate attitudes towards learning – 2 per subject per day

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. 1st warning – verbal warning
3. 2nd warning: Name on Amber, 10 minutes (this may vary according to age and need) in an allocated reflection station in the parallel classroom
4. 3rd warning: Name on Red (Call SLT 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. Severe behaviour incidents to be shared with parents and reported to SLT, this may lead to short, mid and long term strategies for identified children (individual reports).

Mentoring Available:

Teachers to record regular behaviour incidents on CPOMS and SLT 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**

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 as soon as possible. Children must be appropriately reminded of the school rules and expectations at all times.

Rewards

Staff to give 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/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 SLT will contact the parents. 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. These are produced in consultation with the children and their parents. Parents are always consulted at each stage.

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 Inclusion Leader 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.

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.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

Sanctions for sexual harassment and violence may include:

- Involvement of parents
- Missed playtimes or lunchtimes
- Fixed term and permanent exclusions

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Bullying

Bullying is deliberately hurtful behaviour. It is usually repeated, often over a period of time and when it is difficult for those being bullied to defend themselves. Bullying can be carried out by an individual or a group of people towards an individual or group.

The STOP acronym can be applied to define bullying – Several Times On Purpose.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Excluding from a group, tormenting, ridiculing, humiliating
Physical	Hitting, kicking, pushing, pinching, taking another's belongings, any use of violence
Verbal	Name-calling, insulting, Indirect bullying, through spreading stories about someone, threats, making fun of someone

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

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

Again, 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.

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