



Behaviour Policy

September 2020

This policy was agreed at the meeting of Hornton Primary School's Full Governing Body on

Thursday 25th September 2020.

Review date September 2023.

1. Introduction

This document is to be read in conjunction with The Warriner Multi Academy Trust Behaviour Principles Statement.

This document is only a general statement of policy, and as such does not include detailed descriptions of every element of our practice. It does, however, describe the atmosphere and ethos that we strive to promote and maintain, sets expectations of behaviour of the children, the responsibilities of staff and the procedures that staff should follow to maintain the expected high level of positive behaviour.

1. Aims and Expectations

At Hornton Primary School, we have high expectations of behaviour from every stakeholder. We realise that adults and children come to or school with varying experiences of life, that inform their outlook, demeanour and conduct.

Our principle aim is to provide a caring and stimulating environment in which all members of our school community can develop their full potential. This includes children, staff, parents and governors as well as everyone in the local community.

We believe that everyone in our school community has the right to be:

- Safe
- Listened to
- Supported
- Happy
- Able to work without interruptions
- Allowed to succeed
- Treated with respect
- Treated fairly
- Nurtured
- Inspired
- An individual

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying

- Outline how adults and pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our systems of rewards and sanctions

2. Definitions

Misbehaviour

Misbehaviour is defined as:

- Disruption in lessons, group gatherings, sports, break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour

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

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	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. Roles and Responsibilities

The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Head of School

The Head of School is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1).

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in My Concern

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5. Pupil Code of Conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to adults and each other
- Speak politely to adults and children
- In class, make it possible for other pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

6. Rewards and Sanctions

Positive behaviour will be rewarded with:

- Praise
- Class and peer celebrations
- Celebration assemblies
- Letters or emails home to parents
- Bulletin mention
- Special responsibilities/privileges

Dealing with negative behaviour

Verbal Warnings

- For minor misbehaviour, we will remind the child/children of what is acceptable under the circumstances and instruct them to act accordingly, making them aware of the consequences of continuing.

	Pupil Behaviour	Sanction
Misbehaviour	Poor work effort	Time taken to complete work during part of break time.
	Continued poor work effort	Keep up time, extra 15-20 minutes spent in class after the end of school day.
	Poor behaviour and/or unsuitable language	Reflection time spent in the Foundation Stage, where the basics of positive behaviour are taught and expected.
Serious Misbehaviour	Continued poor behaviour and/or unsuitable language	Teacher meeting with parents to discuss strategies and possible behaviour plan, individual to circumstances.
	Physical and/or hurtful behaviour	A discussion between all parties to determine facts. Parents will be informed in every instance.
	Repeated or continued physical and/or hurtful behaviour	A meeting with parents, carers, teacher and Head teacher, to discuss and plan next steps, individual to circumstances.
	Behaviour that impacts the learning, well-being or health and safety of others.	Fixed term and permanent exclusions will be considered.

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.

7. Behaviour Management

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 the pupil code of conduct or their own classroom rules
- 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

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

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 in My Concern and reported to parents

8. 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 special educational needs co-ordinator 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.