



Horndon-on-the-Hill Church of England Primary School

Behaviour Policy

September 2021

We are all part of God's family. Through trying our best in all we do, we find a sense of belonging.

1 Corinthians 12:27 - All of you together are Christ's body, and each of you is a part of it.

Respect, Honesty, Thoughtfulness, Courage, Responsibility

Signed-----

Chair of Governors

Date approved-----October 2021

Date to be reviewed-----October 2023

Equality, Equity, Democracy, Self-help, Self-Responsibility, Solidarity

Introduction – Aims and objectives

It is a primary aim of our school that every member of the school community feel 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.

Without a sense of caring, there can be no sense of community – Anthony J. D’Angelo

This school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote a learning environment where everyone feels happy, safe and secure.

Our vision statement, our core values and the values of the Osborne Trust are embedded across the school in order to promote good relationships, so that all stakeholders can work together with the common purpose of helping everyone to learn. Our policy supports the school community in aiming to allow everyone to work together in an effective and considerate way

We expect every member of the school community to behave in a considerate way towards others, show respect and support each other. We treat all children fairly and apply this behaviour policy in a consistent way. We aim to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. We have designed this policy to promote good behaviour, rather than merely deter anti-social behaviour and to promote positive attitudes to all pupils’ learning.

Roles and Responsibilities

The role of the pupil:

It is the responsibility of pupils to make the right choices at all times. This will lead to pupils behaving well and building and maintaining good relationships. They are expected to follow the Christian vision of the school and make the school’s and the Trust’s core values the rules by which they adhere to during their school day.

The role of the Head of School:

It is the responsibility of the Head of School to implement the Behaviour Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School will support the staff by implementing the policy, by setting the expected standard of behaviour, and by supporting staff in the implementation of the policy. She will keep records of all reported serious incidents of misbehaviour.

The Head of School has the responsibility for giving fixed-term exclusions to individual children for serious acts of negative behaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of the class teacher and support staff:

The class teachers and support staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teachers and support staff treat all children in their class with respect and understanding.

It is the responsibility of the class teachers and support staff to ensure that:

- The Behaviour Policy is consistently implemented.
- Positive behaviour is modelled at all times.
- The reasons for the rules, in relation to keeping all school members safe, are fully explained.
- A personalised approach to the specific behavioural needs of particular pupils is provided.
- Behaviour incidents are recorded on CPOMS

If necessary, the class teacher will liaise with the SENCO and the SLT, and a further referral may be made to support and guide the progress of each child.

The role of the parents/carers:

As a school we aim to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. The policy is made available to view through the school's website.

Parents are expected to:

- Support their child in adhering to the Behaviour Policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Sign and follow the Home School Agreement.

The role of the Governors:

The Local Governing Body has the responsibility for the monitoring of this Behaviour Policy's effectiveness and holding the Head of School to account for its implementation.

The Local Governing Body reserve the right to extend this policy beyond the school gates in accordance with the DFE statutory regulations.

Fixed-term and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. 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 fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider the exclusion of any pupil, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Expectations

We encourage pupils to take responsibility for their behaviour and encourage them to do their best within the learning environment. Our expectations are that they will carry out jobs in the classroom and/or around the school, depending on their age, in a way that shows their understanding of our Christian vision statement and all of the core values.

Central to the policy is *choice*. Children are reminded that their behaviour is determined by the choices that they make and that these choices, both positive and negative, will have consequences.

Rewards and Sanctions

The table indicates the hierarchy of both rewards and sanctions. It provides guidance which will enable staff to make judgments about the appropriate level of reward and sanction (consequences) to be used and apply them consistently.

Rewards	Sanctions
<ol style="list-style-type: none"> 1. Praise for doing the right thing – privately and/or publicly. Children must be clear about why they are being rewarded 2. Smiley face, stamps or stickers for good work – used to give recognition of quality. 3. Stickers/stamps leading to reward – given to reward consistency e.g. homework completed high scores in spelling/tables tests etc. 4. House/team and table points – house points should be used to reward individuals, making it clear the reason for giving them, team/table points should be used to reward children working together, again making it clear the reason for giving them. 5. MDA awards – children that show consideration to others, above and beyond the expected, will receive stickers/housepoints. 6. Head teacher’s award – given to pupils who produce an exceptional piece of work or regularly complete work to a high standard. 7. Achievement assembly certificate/Star of the Week and recognition on newsletter. – given to children at achievement assemblies for exceptional work, exemplary behaviour or extreme consideration for others. 	<p>Each sanction should be the next follow-on step</p> <ol style="list-style-type: none"> 1. Firm word – privately and/or publicly making reference to our Christian vision statement and our core values, getting the child to articulate what they have done and why it is inappropriate. The expectation is that the child makes the right choice and changes their behaviour accordingly. 2. Use of Traffic Lights – a child will be asked to place their name in the amber traffic light and will be given a time limit to show positive behaviour, enabling them to move back to the green light very quickly. Failure to do so will result in being placed in the red traffic light and a time out. 3. Time out for 5 minutes – on bench in playground if during breaktime or in a quiet area of the classroom during lessons. A second timeout will result in being sent to the partner class,(1&2, 3&4, 5&6). 4. Miss Break time or equivalent at lunchtime (15 minutes) – If there is third timeout given, the pupil will be sent to Asst. H. This will result in spending playtime or part of lunchtime, in the classroom under supervision. This will be recorded on CPOMS. 6. Three supervised timeouts within a term – Parents are informed in writing of their child’s behaviour. Behaviour incidents can be used to inform discussions with child and parent during TLCs.

Full/Half day internal exclusion – the class teacher will set relevant work for the child. This will be completed under the supervision of an adult but in another area of the school, not in their own classroom. The expectation is that the pupil will return to class the next day.

Rewards

Star of the Week – Each class teacher will nominate a child who has worked above expectations throughout the week to be “Star of the Week”. These children will be recognised during an Achievement assembly.

House System

House points can be given for excellent behaviour, quality of work and displaying the Christian vision and our core values. These can be given by all members of the teaching and support staff. House points are counted and totals are shared with the children at an achievement assembly. At the end of each term, the house with the highest number of points, will receive the house cup.

Special events will be arranged during the year such as Sports day for example, to enable the teams to win additional points for their house. A Sports day will be organised for the Summer term and the sports cup will be awarded to the house with the most points.

House Captains will be pupils from year 6 elected by the school community (staff and pupils). The elections will be set up to reflect the election process, with children being nominated by their peers, election speeches to the other classes, and secret votes. The person with the most votes will be elected House Captain and the person with the second highest number of votes will be Vice Captain for each house.

Sanctions

Use of Time out:

Time out should be given for

- Rough play - if child/children have been warned about their behaviour and it continues.
- Minor abusive language used in the heat of the moment, i.e. an isolated incident.
- Refusal to listen or follow instructions when being spoken to by an adult.
- Disrupting another child’s learning

Supervised Timeouts:

These **must** be issued for the following behaviour

- Malicious actions – hitting, kicking, punching etc. with the intent to hurt another child.

- Bullying activities – picking on individuals,
- Major abusive language – using crude or sexual language.
- Being sent to Asst. H. for 3rd timeout in one term.
- Major disruption of lesson.
- Racist comments – Parents, LGB and LEA must be informed of any racist comment and this must be recorded in the office in the Racist Incident Log Book and on CPOMS. Please be aware that this can lead to a fixed period exclusion.

Any letters sent home to parents, once completed and signed by parents, must be sent to the Head of School's office to be added to CPOMS, in order to track and monitor the number of children receiving this sanction.

The class teacher discusses the School's vision statement along with the core values of the school and of the Trust with their class regularly (at least once every term). In addition to this, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. See Anti-Bullying Policy

Review of policy

The local governing body (LGB) reviews this policy on a regular basis. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the LGB receives recommendations on how the policy might be improved.

The policy is based on advice from the Department for Education (DFE) on:

[Behaviour and Discipline in Schools.](#)

[The Equality Act 2010.](#)

[Supporting pupils with medical conditions at School.](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition the policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014:](#) paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written Behaviour Policy, DfE guidance explaining that academies should publish their Behaviour Policy online.

