



HORTON MILL COMMUNITY PRIMARY

BEHAVIOUR POLICY STATEMENT

AIMS

At Horton Mill Community Primary School we promote an environment in which everyone feels happy, safe and secure. We aim for all our children to achieve their highest potential and outstanding behaviour is vital to success. We believe that we all have a part to play in providing strong foundations for behaviour and attitudes to learning. Positive relationships are absolutely crucial to this.

This policy reflects the values we believe underpin our success as a school. We recognise it is a working document and should be referred to when necessary to provide further support and guidance.

OUR VALUES

At Horton Mill we:

- believe that every member of the school community feels valued and respected, and that each person is treated fairly.
- are a caring community, whose values are built on mutual trust and respect for all
- aim to promote good relationships where all members of our school community feel their voice is heard
- promote collaboration, so that people can work together with the common purpose of helping everyone to learn.

Our approach is based on three 'Going for Gold' school values'

- **RESPECT ourselves** (*being honest, a BLP learner, a good listener*)
- **RESPECT others** (*be kind and helpful, being honest, a BLP learner*)
- **RESPECT the environment** (*both within the school and community but also on a global scale*)

REWARDS

We recognise that rewards and sanctions in our school need to be clearly understood and valued by all. When there is clear continuity from class to class, we feel we all have a better understanding of acceptable behaviour choices.

We aim to recognise positive and co-operative behaviour choices, good learning and achievement.

A smile	The most common reward used is a 'smile' to recognise a child making super choices.
A 'thumbs up'	A common visual gesture used to recognise a child making super choices.
Verbal 'Well Done'	Recognition that a child has made a super choice. We will ensure that the reason for praise is shared.
Written feedback in books	Comments written in children's books will identify strengths in learning, including recognition of effort, attitude and behaviour for learning.
Oral feedback	Extended comments that highlight a child's particular achievement, maybe related to an aspect of learning or behaviour for learning.
Stickers	A whole-school approach used by all colleagues, including midday supervisors, to recognise positive choices.
Recognising strengths and achievements in class	Sharing an outstanding piece of learning with the class that can be displayed.
Certificates	Certificates can be used to celebrate: <ul style="list-style-type: none"> • 'Successful completion of an intervention' • 'Good learning' • 'Proud of your achievements' • 'Accelerated progress' • 'Other'
Class reward system	Each class has its own reward system agreed as a school to ensure a consistent approach. This system rewards children's individual behaviour choices.
House Teams	Our school community is placed within one of four House Teams promoting positive collaborative behaviour choices. (Diamonds, Rubies, Sapphires, Emeralds). House points can be awarded based on our three 'School Values'.
Achievement Books	Children in Key Stage Two have an individual booklet to record achievements throughout the year. The book is to be shared with parents / carers at the end of the year, alongside the formal school report.
Learner / Star of the Day Writer of the Day Mathematician of the Day	Children in each class select a child each day as Learner / Star, Writer or Mathematician of the Day. Children's names are displayed on a celebration board.
Building Learning Power (Head Teacher's Award)	Each week a child is chosen to receive the Head Teacher's Award linked to a chosen 'Building Learning Power' (BLP). Children will receive a special certificate in assembly.
Newsletter (Sharing of achievements)	The weekly newsletter will celebrate: <ul style="list-style-type: none"> • Attendance / Punctuality in each class • Children chosen to receive the Head Teacher's Award • Sports results / Player of the Match •
Additional Responsibilities for children	Children with outstanding behaviour and attitude are encouraged to take on additional responsibilities: <ul style="list-style-type: none"> • Purple Pelicans (school 'prefects'). Children take on the role of Anti-Bullying Team member, Anti-Racism team member, Playground Helper, House Team Ambassadors. • Freddy Fit / Sports Leaders • Home Learning Board Monitor • Wonder Wall Research Team • 'Thinking about Others' Hand Wall Monitor • Librarian

	<ul style="list-style-type: none"> • Eco-Team • Class Council Representative • School Council Representative
Out of school achievements	We encourage children to celebrate their special achievements completed out of school (eg a trophy, a certificate, a badge, etc for completing something special).
Home Learning Board	Our Home Learning Board celebrates children with a super attitude towards Home Learning. Their learning, photograph and name are displayed for all to see.
Attendance / Punctuality	Attendance and Punctuality are celebrated with special 'treats', eg: the class with the highest attendance each week gets 10 minutes extra play-time, children with 100% attendance at the end of the year get the chance to take part in a special activity or visit.
Presentation Evening	Children's achievements are celebrated with our families at our annual Presentation Evening. A selection of awards are presented linked to learning, behaviour, effort and attitude.
Sports awards	Children with an amazing attitude to sport are selected to represent our school in a wide range of sports in a different games, matches and tournaments. Children with incredible attitude, behaviour and effort may be chosen as 'Player of the Match' or 'Player of the Week', which is then celebrated on our special Sports board. Children with exceptional attitude in sport may also receive individual awards / trophies.
Sharing learning with other classes	Children who have produced outstanding learning may be provided with the opportunity to share their learning with another class or the Head Teacher / Deputy Head Teacher for further recognition.
Celebrate success with parents and families	We are proud of our relationships with families and as such, we make sure we provide positive comments at the end of the day or make phone calls home to reward exceptional learning and achievement.

SANCTIONS

Emphasis will be placed on being positive, although if a child does not fulfil our three 'School Values' effectively, we use the language of 'Choice' and 'Consequence' in dealing with inappropriate behaviour.

We encourage our children to recognise that, in most cases, they choose their behaviour and that every choice, both positive and negative, brings about a consequence. We talk to children about making mistakes as being a key part of learning and development, and therefore consequences should be supportive.

Within the table below we have listed the sanctions we follow at Horton Mill, beginning with the most minor and growing in severity.

'The Look'	Minimal eye contact and a stern look is given for low level fuss.
Praise others for making 'positive choices'	Children making positive choices are identified and praised to encourage other children to follow and do the right things. Eg: 'Well done to X for sitting smartly. I wonder if other children can sit as beautifully?'
Highlight choices	Verbal caution where children are reminded of the appropriate choices. At this point, possible consequences may be shared.
Adult support	Teacher, Learning Support Assistant or Learning Mentor may support the child with their behaviour or learning in class until choices improve.
Time out in own class	Children may be asked to sit on a table by themselves within the classroom for a short period of time, but still with a focus on the teacher.

Time out during break / lunch-times	Children may be asked to stay behind at break / lunch-times for a short period to discuss behaviour choices. Children are encouraged to reflect on their choices and make appropriate changes.
Break / Lunch-time reflection	Children may be asked to have a few minutes 'time out' on the playground. They may be asked to stand away from activities for a few minutes to allow them time to reflect on their choices.
Time out in partner class	Children may be asked to sit in another class for a short period of time to continue a piece of learning and reflect on their choices. Year Six and Year Four Year Five and Year Three Year Two and Year One
Informal contact with parent / carer	Face to face conversation to share child's poor choice and reaffirm expectations. (A telephone call may be made if face to face contact is not possible).
Behaviour support	A child may spend time in our Nurture Area with one of our Learning Mentors to calm down, reflect on choices, etc in a supportive environment. Children will be welcomed positively back in to class on their return.
SLT involvement	For serious incidents or persistent poor choices, a child may be seen by the Head Teacher or Deputy Head Teacher. Incidents will be logged in the school's 'Behaviour Incident Log'.
Discussion with parents / carers	Formal contact is made with parents / carers who are asked to attend a meeting at school with the Head Teacher or Deputy Head Teacher, and the child's class teacher if appropriate. Joint home-school support is agreed to address poor choices.
Learning Mentor involvement	A child may be referred to our Learning Mentors if poor choices persist and several strategies have already been tried by the class teacher. A support programme based on the needs of the child is then put in place.
Use of a behaviour contract	Parents / carers are involved in the process alongside the Head Teacher or Deputy Head Teacher. Formal targets are then put in place with a clear timescale of improvement. Behaviour choices will be monitored frequently.
Exclusion – internal	A child may be excluded in school for a short period of time. This is something that school does not wish to use, unless in exceptional circumstances where there is significant persistent disruption.
External agency support	The school may seek the support and advice of external agencies if it is felt there may be clear benefits to the child. School will seek the agreement and support of parents and carers throughout the process.
Exclusion – external (a period of time)	A child may be excluded from school for a short period of time, following LA policy and national guidance. This is a formal disciplinary procedure involving the LA. This is something that school does not wish to use, unless in exceptional circumstances where there is significant persistent disruption or an incident where there is significant risk to the safety of others. This process allows the school to attempt to put additional interventions or support for the child in place over the duration of the exclusion.
Exclusion –external (permanent)	If temporary exclusions have failed and behaviour is highly disruptive or there remains significant risk to the safety of other children / adults, the school may look into the possibility of permanent exclusion, when it is felt all other options have been exhausted. This once again will follow LA policy and national guidelines. This option would be as a very last resort and is not a strategy we wish to use as a school.
Children with Additional Needs	We recognise there may some children in our school with a wide range of additional needs that may require alternative behaviour support or

adjustments in order to achieve a positive outcome or to keep them or others safe. We have high expectations of all children and believe that our role is to provide a wide range of effective systems and structures that allow all children, including those with additional needs, to flourish within a safe, happy and positive setting.

As stated previously, consistency across the school is key when promoting high expectations of behaviour. Every member of staff must ensure they take a collective responsibility both in class and around school.

Children leaving school premises without permission

Children must not leave school premises without permission.

We will make every effort to:

- Find the child
- Contact the family

If the child is not located within 30 minutes, the police will be informed.

RACISM

Definition of a racist incident

A racist incident occurs when people are abused because of their racial difference.

Incidents are investigated as potentially racist if the victim experiences it as racially motivated or others involved see it as such.

Racism is on a continuum that includes bullying and other personal abuse.

It is crucial therefore:

- For the victim to feel supported by the school
- For the person carrying out the racist behaviour to be dealt with appropriately

Responding to racist incidents

Racist incidents are serious, however trivial they may seem in isolation. In personal terms, they are extremely offensive.

- All incidents are dealt with sensitively.
- The Head Teacher or Deputy Head Teacher is responsible for dealing with racist incidents.
- All staff members need to know what is expected of them and be given support in dealing with racist incidents.
- Time is needed to investigate an incident thoroughly, to ensure that the incident is effectively acted upon.
- Support needs to be given to the victims.
- Those committing racist incidents must be supported positively and appropriately, with a clear emphasis on the consequences of actions and the harm caused.

- Staff, children, parents / carers and governors need to be kept informed of progress and outcomes where appropriate and at a relevant level.

NB: We believe a crucial part of our role is to work with children, families and colleagues to ensure that we all have a clear understanding of the definitions of racism and other forms of personal abuse. This enables us to provide a consistent approach when discussing and responding to incidents.

Data collection and monitoring

All racist incidents are logged in the school's 'Behaviour Incident Log'. The log contains other examples of abuse, eg: bullying, homophobic behaviour, extremist views, etc. Incidents are reported to the Local Authority.

Our approach

At Horton Mill Community Primary School, we:

- Encourage children to talk about themselves positively and recognise their strengths and personal qualities.
- Provide additional support and security for children who need it.
- Recognise children's experiences and backgrounds when planning teaching and learning opportunities.
- Encourage children to participate in discussions dealing with racism, bullying, homophobia, extremism, etc within Circle Time, at an age and ability appropriate level.
- Use the skills of bi-lingual support staff effectively within school.
- Provide information and advice for children on what to do if they are victims of a racist incident.
- Develop positive relationships between staff, children and families in order to ensure that those suffering abuse feel empowered to speak out and seek support.

BULLYING

Rationale

Bullying is a deliberate act done to cause distress in order to give a feeling of power, status or other gratification to the bully. It can range from name calling, racist comments, teasing, threats, homophobic comments, etc, through to physical assaults on people or their property on or out of school.

At Horton Mill, we will not tolerate any form of bullying including that which is linked to racism, homophobia, gender, disability or social background.

Purposes

- Every child in school has the right to enjoy learning and play, without the fear of intimidation within school or out of school.
- We do not tolerate any unkind actions or remarks, even if they were not intended to hurt. Bullying is taken extremely seriously and the consequences of actions made clear.
- Children are encouraged to support each other by reporting all instances of bullying. Information provided is treated in confidence.

Procedure

a). Reporting:

Children should be encouraged to report bullying to any trusted adult in school or at home. Children are taken seriously at all times. Any information is regarded as confidential, as far as possible.

b). Recording:

Incidents of bullying are recorded in the school's 'Behaviour Incident Log' by the Head Teacher or the Deputy Head Teacher. Incidents are evaluated at least half-termly to identify possible patterns and trends requiring additional intervention.

c). Investigation:

The incident is investigated by the Head Teacher or Deputy Head Teacher, or a person provided with similar responsibility. The outcome is communicated to those involved, parents of bullies and to the victim / victim's family. Relevant support is provided to all throughout the process.

d). Staff Action:

* Bullies must be supported and treated fairly and with respect.

* Victims should be provided with a 'safe refuge'.

* Bullies and victims may be counselled together if it is felt to be the most effective strategy to achieve a positive outcome and the victim feels able / willing to. Joint counselling must not be forced upon the victim if the victim feels distressed or unable to.

* All involved must feel that something is being done and a positive outcome for all is being achieved.

e). Sanctions:

Incidents will be dealt with by the Head Teacher or Deputy Head Teacher, alongside the class teacher and / or Learning Mentor where appropriate. Sanctions will follow those set out within this policy.

f). Learning:

As a school we provide many opportunities within our curriculum to discuss all forms of bullying in many curricula areas, including in PSHE, assemblies, Class / School Council, etc. Children learn about the different kinds of bullying, including racist, homophobic and social networking / cyber-bullying and the impact on those who experience such incidents.

SUMMARY

Horton Mill is a school that promotes high expectations of behaviour and believes that together we can make our school a truly amazing place to learn and play. We get one chance and we have to make that difference to the lives of every single child.

We believe our positive approaches to behaviour management will create strong, independent, reflective children who are fully involved in making positive choices, because they fully understand the consequences of their actions.

We believe children who make poor choices will be effectively supported by the sanctions set out in this policy and learn from the strategies we put in place. In our school we are committed to ensuring effective support for all children, irrespective of some of the poor choices they may make, and this drives our daily practice.

Horton Mill is a school that expects the best in order to achieve the best. Together, through this collaborative approach, we will make that difference.