

# Horsmonden Primary School

## *Behaviour Policy*



Prepared by:

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Signed (*Chair of Governors*)

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Approved on:

October 2015.....

Date of next Review:

October 2016 .....

## **1. Aim of the Behaviour Policy**

The aim of this policy is to create and maintain a secure environment where everyone within the school community can thrive, feel valued as individuals, develop confidence, be safe from physical and emotional harm and take responsibility for their own actions.

## **2. Introduction**

Horsmonden Primary School is a community school with the motto 'Happiness, Kindness, Success'. This motto is displayed all around the school and underpins behaviour from all children, staff, governors and volunteers. By sharing the motto with parents there will be a consistency between home and school which will have a positive impact on children's attitude to learning at home and at school.

A more directed approach to teaching behaviour through focused assemblies, PSHE and Circle Time will promote expected behaviour and lead to a clearer understanding of how to achieve it.

The children should understand that **all** staff will expect the same behaviour from them, regardless of their role, and should act accordingly.

## **3. Recognition of positive behaviour choices**

At Horsmonden Primary School, we reward positive behaviour choices in the following ways:

- Praise
- Stickers
- House Points (Juniors)
- Headteacher/Deputy Headteacher stickers
- Special Mentions
- Learner of the Week certificate
- Golden Tickets (available soon)

A major aim of our school Behaviour Policy and of our school motto is to encourage children to practise good behaviour by encouraging them to make positive behaviour choices.

## **5. Sanctions for unacceptable behaviour in lessons**

All classrooms have a traffic light display where every child's name is written on a peg and attached to the green light at the beginning of each day. The expectation is that all children remain on green at all times. However, if a child demonstrates unacceptable behaviour, we consistently follow the consequences below:

- Verbal reminder from member of staff about how child should behave and school motto – Happiness, Kindness, Success
- Child's peg is moved from Green to Amber
- Child's peg is moved from Amber to Red
- Child goes to another class to complete their work for 10mins, Infants to Year 2, Juniors to Year 6, Year 6 to another Junior Class
- Child goes to speak to the Headteacher

Children will have opportunities to redeem themselves and move back to green when their behaviour improves.

Unacceptable behaviour is dealt with by the member of staff that witnessed it in a caring, supportive and fair manner, with some flexibility regarding the age and Special Educational Needs of the child, as far as sanctions are concerned. Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that negative behaviour choices will lead to sanctions.

At all times, staff should encourage good behaviour through praise and recognition of positive choices. No member of staff must in any way belittle or shout at a child to control behaviour, neither should the term 'naughty' be used to describe a child. Children are always given the opportunity to reflect on an incident or their behaviour and also to discuss how they could have made more positive choices.

## **6. Sanctions for unacceptable behaviour at playtimes/lunchtimes/after school clubs and breakfast club**

To ensure all staff and children can work in a happy and supportive environment, we consistently follow the consequences below:

- Verbal reminder from member of staff about how child should behave and school motto – Happiness, Kindness, Success
- Child spends 5mins on 'Behaviour Bench' or 'time out' area
- Child spends 10mins on 'Behaviour Bench' or 'time out' area
- Child goes to speak to the Headteacher or Extended Services Manager

## **7. Serious Incidents either in lessons or at lunchtime**

A serious incident may include one of the following examples: physical assault, deliberate damage to property, stealing, leaving the premises without permission, verbal abuse, refusal to work and extreme disruption in class.

This type of behaviour is generally rare and should be dealt with immediately and referred to the Headteacher or Deputy Headteacher.

Possible consequences of a serious incident may include one of the following examples:

- A verbal warning by the Headteacher or Deputy Headteacher
- Preventative action to stop the behaviour occurring again
- Withdrawal from classroom/playtimes/lunchtimes
- A letter/phone call to parents
- A meeting with parents
- Temporary exclusion
- A meeting involving parents and support agencies
- Permanent exclusion (only used in extreme cases or after all other courses of action have failed)

Parents have the right of appeal to the Governing Body against any decision to exclude. In extreme circumstances, physical restraint or physical intervention to move a child to another area might be necessary.

All staff have a duty of care to all children in their care and there may be times when physical restraint is needed to prevent a child from hurting themselves or someone else.

## **8. The Role of the Parent**

At Horsmonden Primary School we strive to create a climate where all staff work in partnership with parents. We try to achieve this by supporting and involving them wherever possible. This policy of shared partnership facilitates the best possible provision for each child. Concerns expressed by parents are valued, discussed and acted upon, with appropriate steps being taken to alleviate these concerns. Parents have an important role in encouraging their children to recognise good behaviour. Parents can help by:

- Recognising that an effective school behaviour policy requires close partnership between school and home
- Discussing the school and classroom expectations with their child, emphasising their support of them and assisting where possible with their enforcement
- Attending Parents' Evenings, functions and developing positive relationships with staff
- Understanding that all staff deal with behaviour problems in a patient and positive manner
- Impressing on children that they should respect all adults in school
- Not openly criticising school in front of their children
- Encouraging their children to talk to adults in school if anything goes wrong
- Displaying and upholding our school motto 'Happiness, Kindness, Success' both inside and outside of school
- Communicating with staff in a respectful manner

If children have a problem in school, parents are encouraged to come in and discuss it with staff rather than approaching other children or parents directly.

## **9. Supporting children with behaviour difficulties**

If a child is identified as having Behavioural, Social and Emotional Difficulties, there are a number of programmes available to support them. Individual programmes may be used for a child where appropriate and are managed by the class teacher with support from the SENCo and/or Headteacher. Any programmes initiated will be shared with the child's parents.