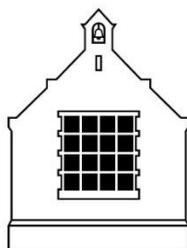


HORRINGTON PRIMARY SCHOOL

**'We are a community of caring, connected,
creative, 'can-do' learners'**



Horrington Primary School Policy document			
Behaviour Policy			
Version date	September 2020	Review date	September 2021
Date ratified by Governing Body	24 th September	Signed (Chair of Governors)	<i>J Eyre</i>

This policy should be taken and used as part of Horrington Primary School's overall strategy and implemented within the context of our vision, instrument of Governance and aim and values.

Mission Statement

Horrington Primary School is an Academy school at the heart of the community which recognises and values the uniqueness of every child, helping all to achieve their best within a happy, secure, safe and creative environment.

Aims and values

Our aim is that each child will:

- experience the learning process in a happy, secure and caring environment
- develop skills, knowledge and understanding that will be relevant throughout life
- become enquiring, creative, adventurous and reflective learners
- grow in self-awareness, confidence and self-esteem
- develop attitudes, values and beliefs to become conscientious and responsible members of the school and wider community
- celebrate and value differences
- develop the skills needed to work in collaboration with others and to form positive relationships
- develop effective communication and listening skills
- take responsibility for their own actions
- have the opportunity to reflect upon the complexity and wonder of life

The aim of the policy is to provide a framework of expectations which promote good relationships and behaviour throughout the school community and which allow all to work together in promoting equal opportunities for high quality learning within a cooperative, considerate and effective working environment. To this end the school has an over-arching summary of our aims and values to help everyone in our school community to have a shared understanding of these:

Horrington School is a community of connected, caring, creative, 'can do' learners.

In addition, each class will have a related set of 'Class Rules' drawn up in consultation with the children and displayed in the classroom. We expect every member of the school community, children, staff, parents, governors and visitors to behave in a considerate way to all others.

We treat children fairly and apply this policy in a consistent way in order to help them become responsible, positive and increasingly independent members of the school community.

Rewards

The school staff are aware of the importance of encouraging appropriate behaviour in school in order to establish an ethos of kindness, respect and cooperation. This is largely achieved through the use of praise and a system of rewards:

- Children receive verbal praise given by all members of staff, explaining how the children have shown kind and considerate behaviour.
- Class dojos are used in each class to reward behaviours in line with our aims and values
- Children are regularly given the opportunity to show the Headteacher excellent work, work that has demonstrated exceptional learning behaviours such as perseverance or to receive recognition for kind and helpful acts around the school.
- 'Sharing assemblies', 'Open Classrooms' and 'Award assemblies' recognise achievement of all kinds and children receive special 'Caring', 'Creative', 'Connected' and 'Can-do' certificates given by members of staff for outstanding behaviours.
- Sharing of good work with peers, children in other classes, teachers, parents and the Headteacher.
- Positive assessment in the marking of work.
- Thoughtful display of work in classrooms or on notice boards around the school
- Golden time reward for KS1 (see below)
- Individual/groups of children given special responsibilities.
- Informal and formal feedback to parents/carers
- Nomination for Governors Praise postcards

Golden Time will relate to the age range and number of 'Class award points' earned in each classroom and can be 'banked' for half-termly golden time sessions or used weekly.

Golden time activities may include:

- painting/drawing
- playing games
- the computer
- building models with technology equipment
- making things
- having access to outdoor equipment

Golden time is earned by exhibiting good behaviour during the week, following the rules of the classroom. These rules are agreed by all children in the class. If Golden rules are repeatedly broken, then Golden time is taken away in 5-minute slots.

Sanctions

When children make the wrong choices in their behaviour we aim to remind them that they need to make good choices and to link good behaviour with recognition and reward.

Where children need to be informed that their behaviour is unacceptable they will be given the opportunity to moderate this behaviour before there is a consequence. We aim for children to take ownership of their behaviour and actions and for them to recognise that they are constantly making choices about their behaviour.

Where a sanction needs to be applied it will be appropriate to the behaviour and will be intended to show that there is a consequence to poor choices and that it is preferable to make better choices next time. Sanctions also allow the other children to see fairness in the way the behaviour is noticed.

Sanctions should be applied fairly and be appropriate to the misdemeanour. As a general rule, sanctions will become increasingly severe and they will be dealt with in the first instance by the class teacher.

In circumstances of serious or repeated unacceptable behaviour the Headteacher will be involved in discussions with the child and the parents will be informed.

Class Dojo planet system

When a child does not moderate their behaviour, after being given the opportunity to do so (e.g. I am asking you to..., I am telling you to...), they will have their card moved from Planet dojo (green) to the yellow planet. This provides the pupil with a verbal warning as a visual symbol. The member of staff should explain clearly why the card has been moved. The pupil will be given an appropriate sanction e.g. temporary removal to sit apart from peers in the classroom, repetition of task, removing a dojo point, time out from play by sitting on the bench, missing some minutes of break or lunch time (as a guide 1 minute per age) to complete work, giving a verbal apology or discussing how to improve behaviour etc.

Should the unacceptable behaviour continue or be repeated in the same day the card will be moved to the orange planet. Children will then have a period of time where they are kept from social times e.g. miss morning break or part of lunch break (as a guide 2 minutes per age). The member of staff will explain clearly why the behaviour is unacceptable and apply an appropriate sanction e.g. loss of a privilege, loss of part/ all of golden time, removal of dojo point, repetition of a task, verbal rebuke, contacting parent/ carer, completing an

activity to enable the pupil to reflect on their behaviour and how to make improvements, writing an apology letter etc.

In the event of persistent repeated misbehaviour the card should be moved to the red planet. Pupils will have to miss a whole lunch time break and they must be referred to the Headteacher who will contact the parents. Additional sanctions may be applied as appropriate.

It is possible to move to the orange planet without first moving to the yellow planet for more serious incidents where the pupil does not need to be referred to the Headteacher. Equally, a pupil can have their card moved straight to the red planet for a serious incident and the headteacher must be informed.

Pupils can have their card moved back to previous coloured planets and back to Planet Dojo by modifying their behaviour. This gives the pupil the motivation to change their behaviours.

Important note: Moving the card to the yellow, orange or red planet is a visual symbol only and sanctions need to be applied consistently in line with this policy.

Teachers, teaching assistants and lunch staff take responsibility for administering sanctions.

Lunch staff will not use the classroom planet system but will use rewards and sanctions as per this policy. Teachers must be informed of the behaviour on the same day using the behaviour log sheets to ensure communication between staff and appropriate follow-up where required. Teachers may also choose to move the child's card on the Dojo planets following a lunchtime incident.

Positive behaviour support plans (PBSP)

The Positive Behaviour Support Programme (PBSP) is a school based intervention to help individual pupils manage their social, emotional and mental health needs.

PBSP's are aimed at a relatively small number of pupils who:

- Do not respond to school behaviour policies and practices
- Whose behaviour is deteriorating rapidly
- Who may require multi-agency support to prevent permanent exclusion
- Who may have had several fixed term exclusions
- Who may be vulnerable but not at risk of exclusion

Pupils who have an Education Health Care Plan (EHCP) and are at risk of permanent exclusion should have an interim annual review as a matter of urgency. This should involve consultation with relevant services.

Logging behaviour incidents

Behaviour log sheets are available at break and lunchtime from the folder in the kitchen. Break and lunchtime staff must complete these as soon as possible and given to class teachers.

Behaviour logs are kept in the classrooms and all behaviour incidents are recorded on the schools electronic SIMs system by class teachers. The recording on SIMs must be completed as soon as possible after the incident and by the following day at the latest.

Pupils involved in very serious incidents e.g. theft, racial harassment, serious or violent behaviour will immediately be referred to the Headteacher or senior teacher in the head's absence.

Responsibilities

All adults employed by the school have a responsibility to promote good behaviour within the school and to moderate unacceptable behaviour where it is witnessed.

Teaching assistants, midday supervisors and all support staff have the authority to act on behavioural issues but should inform class teachers of any incidents using the log sheet and/or verbally at the earliest opportunity so that class teachers can support the member of staff in dealing with and monitoring the behaviour in an appropriate manner.

Class teachers are responsible for the behaviour of children within their own classes and also generally behaviour around the school. Class teachers and the Headteacher may liaise with external agencies in order to support individual children.

Ultimate responsibility lies with the Headteacher for implementation of this policy on a day to day basis and for reporting to governors on its effectiveness.

The school aims to work collaboratively with parents in order to promote and model good behaviour throughout the school community. We will inform parents immediately if we have concerns about their child's welfare or behaviour. The home/ school agreement helps to support this collaboration. Parents are always welcome to discuss concerns about behaviour with their child's class teacher in the first instance. We also welcome recognition of good behaviour e.g. feedback about good behaviour on school trips.

The school will not become involved in incidents of poor behaviour outside school hours or outside the school grounds.

Fixed term and permanent exclusions

Only the Headteacher (or senior teacher in the head's absence) may exclude a pupil from school. This may be a one day or longer fixed-term exclusion or a permanent exclusion (a fixed term can be converted to a permanent exclusion).

If a pupil is excluded the parents are informed immediately and the option of appealing to the governors is explained to them. The LA will also be informed.

Where an appeal is made, a committee of the governing body will meet to discuss the case and any representations made by parents or the LA. The Headteacher must then abide by the decision made by this committee.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis reporting to the governing body on its effectiveness and making recommendations for changes.

The Headteacher keeps a record of any fixed term or permanent exclusions and these are reported to governors.

This policy will be reviewed by the governing body every year or earlier should it be considered necessary.