



Behaviour Policy



Date Written:	November 2015
Review Schedule:	Three Years

1. ETHOS

1.1 The school aims to develop an ethos in which each individual is respected, feels secure and is encouraged to participate to the full. In this way, we provide a firm foundation for adult life rooted in the doctrines and teachings of the Christian Faith and Ethics as received within the Anglican tradition.

2. AIMS AND OBJECTIVES

2.1 It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose core values are built on mutual trust and respect for all based upon the guiding principles of our Christian ethos. The school's behaviour policy is designed to support the way in which all members of the school can live and work together. We aim to promote an environment in which everyone feels happy, safe and secure. We want to develop self-confident, caring children who value themselves and others, and take responsibility for their own learning through their attitude to work.

2.2 Our policy promotes good relationships, so that we can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this Behaviour Policy in a consistent way.

3. OUR VALUES: OUR RAINBOW RULES

3.1 We are a values led learning community, and as such expect everyone in our learning community to use them as a guide to their own behaviour, including adults. Adults act as role models for our children and should demonstrate the same appropriate behaviour towards our children, our school and each other. These values form the basis of our Rainbow Rules (see Appendix 1). Please see Section 5 and 6 for how we apply our Rainbow Rules.

3.2 Our values are:

- ☺ **Love:** We treat each other as we would like to be treated.
- ☺ **Respect:** We show respect to people and property.
- ☺ **Kindness:** We do not hurt one another with words or actions.
- ☺ **Peace:** We work quietly to help each other learn.
- ☺ **Co-operation:** We work together calmly and sensibly, listening to each other.
- ☺ **Honesty:** We admit if we do something wrong and seek help if there is a problem.
- ☺ **Aspire:** We will aim high and try our best in all we do, willing to try new things.

3.3 The children have also drawn up a list of appropriate guidelines to follow at break times and lunch time. Please see Appendix 2 for details of these.

4. RESPONSIBILITIES

4.1 In order to create a climate in which everyone can strive to live out our values, we must all take responsibility for acting appropriately. These responsibilities also form the basis of the Home-School Agreement which is signed by each child's family when they begin their time with us.

4.2 *Staff responsibilities are to:*

- Model expected behaviour at all times
- Treat children as individuals and be sensitive to their feelings and needs
- Actively listen to what the children have to say and take appropriate action
- Be consistent and fair, keeping to the rules and acting in accordance with this policy
- Recognise achievements, be positive and praise children for meeting or trying to meet our expectations

- Teach strategies to the children which will give them the necessary knowledge, understanding and skills to behave in the expected manner
- Provide stimulating activities appropriate to varied needs
- Keep learning areas and resources tidy and well organised
- Think about and plan for the safety of the whole group
- Fulfil our professional duties by being punctual, communicating with other staff, attending relevant meetings and training, dressing appropriately etc.
- Identify and act on signs that a child is behaving in a manner that is out of character
- Communicate openly with parents, in a timely fashion, and respect their knowledge of the children

4.3 Children's Responsibilities are to:

- Listen to and follow instructions, doing as we have been asked as quickly as possible
- Communicate honestly
- Talk to an adult if we have a problem, and report any problems we know other children are having
- Think about others and allow them to learn
- Think for ourselves - we know the right things to do and say
- Be in the right place at the right time
- Take responsibility for ourselves and our belongings
- Have the right equipment, especially PE kit
- Don't swap belongings
- Do homework and hand it in on time
- Pass on letters/slips from parents and school
- Know about our lunch and going home arrangements
- Keep the classroom tidy and carry out any classroom responsibilities
- Try to think about and explain why things have happened, if something has gone wrong
- Make the most of all the opportunities we are presented with at school
- Try our best at all times

4.4 Parents' Responsibilities are to:

- Model expected behaviour at all times
- Work in partnership with the school to promote high standards of behaviour at all times
- Help the children to understand the school rules and talk to them about the Home-School Agreement that is signed at the start of a child's time with us
- Support the school's systems of rewards and sanctions
- Keep the school informed of any circumstances that might affect a child's performance or behaviour or of any behaviour difficulties they might be experiencing at home
- Ensure their child attends school regularly and punctually and notify the school of reasons for absence
- Ensure their child comes to school appropriately dressed and equipped
- Read all written communication from the school and respond accordingly
- Encourage their child to have a positive attitude towards school and discuss any concerns about school away from the child
- Attend parent/teacher consultation meetings
- Help sustain their child's efforts and achievements and ensure that homework is completed on time
- Encourage their child to develop an appropriate level of independence.

5. PROMOTING GOOD BEHAVIOUR

5.1 Good behaviour does not just happen and every adult who spends time in school has an important part to play in promoting behaviour which meets our expectations. It is our aim to create an environment in which good behaviour is the norm.

5.2 Children behave well when they:

- are in a safe, happy environment where they are valued as an individual
- understand what is expected of them
- see a purpose to what they're being asked to do
- are highly motivated by an exciting and varied curriculum

- have a task appropriate to their ability
- know who to ask for help
- have opportunities to achieve
- know that their achievements are valued
- have a well organised room that encourages independence
- know they will be supported
- know their physical needs are met
- feel comfortable and confident
- feel they matter as an individual
- know their achievements are valued
- are given responsibility and encouraged to be independent
- feel that they are listened to
- are encouraged to reflect on their actions
- see that home and school work together

5.3 We recognise that the classroom and wider school environment will affect the attitudes and behaviour of the children. The way the school is presented and work displayed is central to a positive working environment. Careful thought is given to the physical organisation of each working area to ensure a calm, engaging working atmosphere.

5.4 Our responses to children who demonstrate good behaviour include:

Non-verbal recognition: Smiling at the child; using eye contact; positive gestures.

Verbal recognition: Giving praise and feedback to individuals and groups; listening; sharing humour.

Sharing success: Displaying work; sending children with an example of good work to another class teacher or the Headteacher (for a Headteacher Award); sharing with the whole school during a “Celebration Assembly”; giving feedback on personal targets achieved in lessons and at the formal consultation meeting for parents, child and teacher.

Privilege and Choice: Golden time; giving children specific responsibilities within the class or school; encouraging children to play a part in specific school initiatives e.g. reading with younger children; Lunch / Afternoon Tea with the Headteacher.

Awards: Stickers, stars, ink stamps, smiley faces, positive comments on work, house points, ‘Hormead Hero’ leaves (see Section 5, 6 and Appendix 1), Headteacher Awards.

5.5 Celebration Assembly

5.51 This is held on Friday afternoons and is an opportunity to ‘celebrate’ children’s achievements from across the week. We invite parents and carers to join us so they can support and celebrate their child’s achievements. During this assembly, we share work and good behaviour from across the week in the form of Headteacher Awards (given for excellent work, effort or achievement) and ‘Hormead Hero’ leaves (awarded for exceeding expectations in following our Rainbow Rules). In addition, we have House Points collected over the course of the week in all classes.

5.6 House Points

5.61 These are awarded by class teachers to children for their work or behaviour over the course of the week. They are then totalled up and brought with each class to the Friday Celebration Assembly. In addition, any child given a Headteacher’s Award or a ‘Hormead Hero’ leaf is also given a House Point for those awards. The House that ends a half term with the most points earns a treat of their own choosing from a range of suitable activities selected by the staff. House Points are not taken away once awarded.

5.62 We recognise that each day is a new day, and therefore children have the opportunity to choose to engage with our Rainbow Rules and values. However, for those instances where a child does not choose to do this, and their behaviour falls short of our expectations, then we will take prompt and appropriate action to deal with this.

6. UNACCEPTABLE BEHAVIOUR AND STRATEGIES FOR DEALING WITH IT

6.1 Any behaviour which breaks our Rainbow Rules is unacceptable.

6.2 If preventative action (see Appendix 3) has not worked, then we aim to be highly proactive, intervening as early as possible to prevent situations from deteriorating. We must ensure that the sanctions we apply are appropriate to the individual and are timely, fair and consistent. We should always listen to the child, explain why the behaviour is inappropriate and give them an opportunity to make up for what they have done. Where possible, the child should be encouraged to think about or even practise what they should have done for future reference.

6.3 Low level disruption (calling out in class, not paying attention) can often be stopped by a look, saying the child's name, giving a reminder about a rule or moving a child to another place within the class.

6.4 A staged approach can therefore be adopted to tackle unacceptable behaviour. Once unacceptable behaviour has been identified then the following 6 stages can be applied in order. This approach will also be apply at Lunch and break times and be counted overall.

1. Verbal warning – including why the behaviour is unacceptable (identifying Rights/Responsibilities)
2. Name on board – as a written warning. This can then lead to a cross next to the name, indicating a final opportunity before the next step is taken.
3. Separation for an appropriate length of time, within class or to another member of staff.
4. Loss of privilege (ie golden time, some break time) and completion of a "Think About It" sheet (Appendix 4)
5. Red 'Hormead Hero' slip, which is sent home for parents and record kept by Headteacher
6. Sent to Headteacher (and a Red slip, if not already given one).

6.5 If poor behaviour is repeated or there are several incidents in a relatively short space of time, then parents will be involved. This could mean that parents are informed that an incident has occurred and been dealt with at school and that it would be helpful if they could follow this up at home (such as in the case of red 'Hormead Hero' slips). Parents could also be invited in to school to discuss more in-depth or longer lasting strategies. Children experiencing persistent or recurring problems with their behaviour will need more detailed support. The following strategies could be put in place:

- Report cards which give the child specific targets to work towards and which break the day into smaller, more manageable units of time for the child,
- Home-school books to share information on a daily basis,
- Individual behaviour plans which identify particular support strategies or arrangements.

6.6 If a problem persists, school staff will seek further advice from outside expert agencies such as health professionals, and the child may be placed on the Special Educational Needs Register for additional support.

6.7 Serious misdemeanours do not warrant this staged approach. Instead, a separate approach will be taken, (Appendix 5). Children consistently choosing unacceptable behaviour can face internal exclusion and ultimately a fixed term or permanent exclusion from school.

6.8 We define these serious and severe behaviours as:

- Bullying (please refer to our Anti-Bullying Policy)
- Wilful physical abuse (premeditated or deliberate and aggressive fighting, kicking, punching, pinching, biting etc. that causes actual bodily harm)
- Bringing in to school any offensive weapon, including a knife or using a tool/knife in school in a threatening way
- Wilful destructive behaviour
- Stealing
- Verbal abuse (foul language, racist comments, insults, threatening/aggressive language to members of the school community)
- Deliberately telling lies
- Disrespectful behaviour towards members of the school community

6.9 Exclusion

6.91 We do not wish to exclude any child from school; we value each child as a unique individual, however, on occasion this may be necessary. The school therefore, makes use of Statutory Guidance issued by the Department for Education, most recently in September 2012 available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

6.92 A fixed term exclusion can be used, for example, to provide a “breathing space” or to put in place other measures to support the child. Permanent exclusion would mean the child continuing their education in another setting. **Exclusion is always the last resort** and will only be used when all other strategies have failed.

6.10 Medication, Drug- and alcohol-related incidents

6.101 It is the policy of this School that no child should bring any drug, legal or illegal, to School. If a child needs prescribed medication during the School day, the parent or guardian should notify the School and ask permission for the medication to be brought. Any medication needed by a child while in school will be kept in a safe place and taken under the supervision of an adult following completion of a Medication Form.

6.102 The School will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into School for the purpose of misuse will receive a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

6.103 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring illegal drugs onto the School premises. Any child who is found to have brought to School any type of illegal substance will receive a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the School and discussed the seriousness of the incident with the Headteacher. If the offence is repeated, the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into School, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the School. The Police and Social Services will also be informed.

6.104 Smoking is also forbidden within or on School premises.

7. PARENTS

7.1 The school values very highly its relationships with parents and recognises the important contribution families make to helping children meet the school’s expected standard of behaviour. Where there are difficulties, we want parents to be actively involved with the school in seeking solutions.

7.2 Good communication between home and school is crucial to the success of this policy. Informal meetings with parents (for example, when collecting their child at the end of the day) are important occasions to mention successes and concerns at an early stage. For children whose parents do not collect them from school, staff should telephone for an equivalent informal chat. Alternatively, a quick “Note from the teacher” could be used in the Reading Record books.

7.3 Staff must deploy tact and good inter-personal skills to avoid confrontation or unnecessary anxiety and should be aware of issues of confidentiality when discussing matters in a public space. It is important to ensure that our approach is explained to new parents when their children join the school.

8. MONITORING AND REVIEW

8.1 The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The School maintains records concerning incidents of misbehaviour, including red ‘Hormead Hero’ slips, “Think About It” sheets and logs. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour, all serious instances of inappropriate behaviour, including bullying, and any incidents of racism.

8.2 We also keep a record of any significant incidents that occur at break or lunchtimes: lunchtime supervisors give written details of incidents on incident log sheets. These are forwarded to the Headteacher on completion. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

8.3 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, particularly in reference to the Equality Act 2010 (with regard to the non-statutory advice from the DfE, May 2014).

8.4 This Policy will be discussed annually by all staff to ensure that it provides for the School's needs, and a full review will take place every three years with any amendments being made as necessary, in agreement with the Governing Body.

Policy ratified: (Signature) (Date)

Chair of Governors

Review Date: **NOVEMBER 2018**

Appendix 1: Our 'Hormead Hero' Rainbow Rules

A 'Hormead Hero' Always:	
Love	Treats others as they would like to be treated.
Respect	Takes pride in their work, friends and School; they don't waste or damage our things.
Kindness	Never hurts others with words or actions.
Peace	Moves calmly and works quietly around our School.
Co-operation	Listens to others and to the adults they work with.
Honesty	Always tell the truth.
Aspire	Works hard and always try their best, willing to try new things.

This slip is to remind the children of our Rainbow Rules, based on the school values. When children are identified as having met or exceeded these, their name can be written on a coloured leaf – the colour will represent the value they have shown. These leaves will be displayed on the school tree in the main reception area.

Children who earn a leaf for each value will then be invited to Afternoon Tea with the Headteacher as a reward for demonstrating superb behaviour and attitudes in school.

Children who do not meet our expectations will follow the Consequence Steps outlined in Appendix 5. This may involve receiving a Hormead Hero Slip printed on Red Paper.

Appendix 2: Our Playtime and Lunchtime Guidelines

The expected behaviours at Hormead are:

In School we will:

- Walk in the corridors.
- Respect each other and our property.
- Respect the building and school environment
- Talk quietly.

At Playtime:

- We look after each other and play safely.
- We follow instructions straight away.
- We show respect for people, property and our environment.
- We ask children on their own to join in with our games.
- We say sorry if we hurt or bump into anyone by accident.
- We stop and stand still when we hear the bell or whistle.
- We take care of our equipment.

At Dinner time we will:

- Use our manners.
- Talk quietly.
- Eat our own lunch.
- Clean up.
- Put our lunch boxes and trays away properly.
- Leave the room in an orderly fashion.

Appendix 3: Preventative Action and Guidance for Staff

Guidance for Staff and Visiting Staff on the Core Principles of Preventative Action

All staff should:

- Make your expectations clear and reinforce them with praise and positive feedback.
- Use descriptive praise to achieve the behaviour you want, e.g. “Well done Xxx you are sitting quietly and looking at me ready to listen.”
- Use a calm voice to correct wrong behaviour and take issue with the behaviour and not the child. Do not make emotive remarks like “You are a naughty little boy/girl!”
- Use a positive, firm clear voice to give instructions to whole classes/school.
- Ensure your tone gives the impression that you expect the children to willingly do as you ask. They will ‘live up’ or ‘live down’ to your expectations.
- Avoid sarcasm; it is negative and damaging to self-esteem.

Principles to Ensure Good Order

Here are the key factors to ensuring good order:

- Good order is a constant aim. High standards are the only acceptable standards and rules should be applied firmly and fairly using the guidelines.
- Expect to give and receive respect to and from everyone.
- Build positive relationships between everyone. It is everyone’s responsibility to greet and be greeted, smile and communicate with each other.
- Adults set the example by speaking in a respectful tone and modelling good relationships in front of the children. Formality should be maintained in front of children and visitors, with adults being addressed by their full title.
- Remember that success breeds success so promote it.
- React positively by avoiding confrontation, listening carefully, establishing the facts and judging only when certain.
- Privilege is a useful and encouraging tool; its removal is an effective strategy.
- Problems are a normal fact of everyday life for many children who test the boundaries of acceptable behaviour. Stay calm and use the positive discipline tools to overcome them.
- Respect the environment which we share. Keep the School and its grounds clean and tidy and learning areas attractive with high quality displays of children’s work which have visual impact, are stimulating, informative, supportive and celebratory.
- Make the most of informal contact and enjoy it. Deal with any behaviour difficulties you come across for to ignore it is to condone it. Set high standards of speech, conduct and dress. Attend to small matters of detail.

Good Order within the Classroom

Create and sustain a positive, supportive and secure environment within your classroom. Well prepared, stimulating lessons generate good behaviour and earn respect.

- Arrive before the class and begin on time.
- Be well prepared for the lesson.
- Keep everyone involved and interested.
- Extend and motivate all pupils.
- Mark all work promptly and constructively with next steps where appropriate.
- Encourage creative confident dialogue in correct English.
- Keep an attractive, clean, tidy classroom.
- Maintain interesting and supportive displays.
- Use first names.

Never leave children outside classrooms, follow the sanctions suggestions and provide time out as agreed if necessary. Seek assistance if you need it, but do not leave a class unattended. Send a reliable child with a message to a member of staff.

Maintaining Discipline

Insist on acceptable standards of behaviour, work and respect. Expect to:

- Apply school rules uniformly
- Work to the agreed procedure
- Insist on conformity
- Follow up problems to their conclusion

The majority of children are co-operative and conform. For the few who present problems:

- Establish your authority firmly and calmly.
- Separate the problem or behaviour from the person.

If you are unable to resolve a problem then please refer it on and make sure it is pursued to a satisfactory conclusion.

Actions to avoid

- Humiliating people; it breeds resentment.
- Shouting; it diminishes you.
- Over reacting; the problems will grow.
- Blanket sanctions; the innocent will feel resentful.
- Over punishment; use the system rigorously and uniformly.

Actions to promote

- Use humour
- Keep calm; it reduces tensions.
- Listen; it earns respect
- Be positive and build relationships.
- Know your pupils as individuals.
- Carry out any actions you have planned.
- Be consistent.
- Always apply school rules positively.

Communication between all staff needs to be clear at all times. Follow up actions and report back. Records are vital, they save time and facts on file assist in consideration of solutions. Incident reports must be completed in cases of alleged bullying and serious misdemeanours and a copy given to the Headteacher immediately.



Name:		Date:	
What happened?			
What should have happened?			
What will I do to put things right?			
Seen by:			

Appendix 5: Summary of Reward/Consequence Steps

Rewards & Positive Reinforcement – preventing poor behaviour

1. Verbal Praise
2. Stickers/Stampers
3. Written Praise
4. House Points
5. Headteacher Award
6. Hornead Hero Rainbow Rule Slip / Leaf

Items 4, 5, & 6 will be celebrated as part of Celebration Assembly on Friday.

Consequence Steps – for tackling instances of poor behaviour, contrary to our Golden Rules

1. Verbal warning – including why the behaviour is unacceptable (identifying Rights/Responsibilities)
2. Name on board – as a written warning. This can then lead to a cross next to the name, indicating a final opportunity before the next step is taken.
3. Separation for an appropriate length of time, within class or to another member of staff.
4. Loss of privilege (ie golden time, some break time) and completion of a “Think About It” sheet (Appendix 4)
5. Red ‘Hornead Hero’ slip, which is sent home for parents and record kept by Headteacher
6. Sent to Headteacher (and a Red slip, if not already given one).

Severe Behaviour Steps – for the extremely rare cases of severe behaviour

1. **Discussion with Headteacher.** Head will discuss incident with child and outline the full range of Severe Clause. Records behaviour in Behaviour Log. Head will keep child for the rest of the session with work to complete. Red slip issued, and parents contacted.
2. **Child misses break.** Child misses morning break time or up to 30 minutes of lunch time. They will be given a “Think About It” sheet to complete as a reflective activity or asked to write a letter of apology. Recorded in Behaviour Log and parents contacted.
3. **Child misses two breaks.** Child misses two break times – as for Step 2.
4. **Parents invited to school.** Parents, child, class teacher and headteacher will discuss the behavioural difficulties. Actions put in place (ie report card; home/school communication book).
5. **Internal Withdrawal.** If there is no improvement seen over an agreed period of time, the headteacher will inform parents that their child will be given an internal withdrawal. The child will be given work to do on their own supervised by a member of staff. The child will have break and lunch separately from their peers.
6. **Pastoral Support Plan (PSP).** A PSP will be written and discussed with Parents/Carers and the child. (This may be discussed with outside agencies). If there is a persistent problem, the headteacher, SENCO and class teacher will draw up a PSP to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including lunchtime supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers.
7. **Temporary Exclusion.** Any fixed term exclusion beyond 5 days, the LEA and Chair of Governors will be informed and a decision will be made whether to exclude the child for a further period of time. Parents will have the right to appeal.
8. **Permanent Exclusion.**