

Policy for Promoting Positive Attitudes and Behaviour for Learning

Our Positive Behaviour Building Blocks

Outcomes	NEXT STAGE READY			
	Independent	Self regulated	Role Model	Confident
Systems	Show me 5	Walking Around School Code	Lining Up Code	SLANT
	Horton Values	Golden Rules	Behaviour System	Rewards
	Thrive Approach			

Safeguarding Statement

Everyone at Horton Grange shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in school
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

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Headteacher - Nichola Irving



Purpose

Good behaviour is vital to the success and wellbeing of our pupils and staff. Children have the right to learn and teachers the right to teach. We know that children learn best when they know what to expect. Good behaviour underpins good learning and provides a calm, safe environment where all children and staff are able to thrive, both academically, socially and emotionally.

Upholding the policy, fairly and consistently will:

Ensure children are able to learn effectively, feel safe, happy and supported.

Ensure teachers are able to teach effectively and no learning time is lost.

Ensure consistency in the promotion of good behaviour choices and the enforcement of any sanctions. Communicate the high expectations we have as a school for pupil behaviour and the maintenance of positive relationships.

Ensure that the values and ethos of the school are clear and understood by everyone.

Prevent all forms of bullying and discrimination

Our policy is based on the belief that:

In the majority of cases children will usually behave well if they CAN

Forming and maintaining positive relationships between staff, children and parents is the key to encouraging the children to be confident, reflective and positive in their behaviour choices.

Behaviour and attitude can change, that every child can be successful and that we as teachers have a pivotal role in helping children to manage their feelings and subsequent behaviour effectively. Good behaviour must be explicitly taught.

Actions have consequences and we are all responsible for the choices we make.

The enhancement of self-esteem and the development of self-discipline and self-regulation and positive relationships are crucial to behaviour management. Using a positive system of rewards increases children's self-esteem and helps them to achieve more.

Leadership and management

The ultimate responsibility for promoting positive behaviour and the upholding of the policy lies with the headteacher, supported by the governing body and SLT. Class teachers are pivotal in the behaviour of their class. However, good behaviour is everyone's responsibility and that shared responsibility and understanding are key. Specific roles are outlined within the systems section.

As a whole staff we will

Uphold the policy consistently and fairly, ensuring that the whole school approach, including the Thrive Approach, pervades all aspects of school life.

Promote and implement consistently the systems and routines that help manage behaviour so that they become habitual and children become increasingly independent.

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Be good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect

Have high standards of expectation in all aspects of school life, raise the levels of pupils' self-esteem and self-efficacy

Plan engaging learning opportunities based on pupil need, with a strong emphasis on basic skills, broadening experience and providing appropriate levels of challenge

Track pupil progress, set challenging, achievable targets and support children in achieving them, so that they know their efforts are valued and that progress matters

Encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-regulation and confidence

Make provision for a happy working atmosphere in school by promoting the pastoral care of children and supporting emotional development needs using the Thrive approach in every interaction.

Give support and guidance to each individual child consistently and fairly implement reward and sanctions systems using epraise and a behaviour system tailored to the school, with the Thrive Approach at its core

Record behaviour concerns on CPOMs and seek advice and support from colleagues and other professionals when necessary.

Encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Pupils

Pupils must be responsible for their own positive behaviour and meet the expectations set out by the school in keeping to the Golden Rules and Horton Values. For those students who face greater challenges they should aim to meet their behaviour targets and practice the strategies given to them.

Systems for ensuring positive behaviour in school

Designated/ Specific Roles and Responsibilities

The Headteacher

Thrive Practitioner

Overall responsibility for the promotion of positive behaviour in school

Make decisions regarding sanctions systems beyond Time Out C

Communicate to Governors

Deputy Headteachers

Thrive Practitioner x 1

Supporting teachers/staff with behaviour management within their cohort, including coaching and mentoring

Support the AHT with their responsibilities

Oversee the behaviour of children within their cohort

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Assistant Headteacher/behaviour lead

Thrive Practitioner
Strategic lead for behaviour in school
Give data and feedback to Governing body re: behaviour
Monitor weekly record and behaviour resorts
Communicate and meet with parents re: behaviour targets, concerns and strategies
Provide staff training on behaviour
Support members of staff with behaviour management
Liaise with and oversee staff in The Place
Oversee CPOMSs linked to behaviour issues

Phase Leaders

Supporting teachers/staff with behaviour management within their phase
Communicate whole school messages on behaviour management to staff within their phase

Class Teachers

Promote positive behaviour at a classroom level through the Thrive approach and upholding the policy consistently and fairly
Communicate effectively with parents both verbally and through termly and yearly reports
Oversee behaviour at playtimes when on duty

PLACE staff

Thrive Practitioners
Oversee the intent, implementation, impact and promotion of the Thrive Approach in school and in the PLACE
Liaise with members of staff and parents about the children who attend THE PLACE for Thrive interventions and support

Parent Support Officer

Thrive Practitioner/Family Thrive worker
Liaise with parents on aspects of behaviour in conjunctions with staff/PLACE members

Support Assistants

Oversee behaviour at lunchtimes, upholding the policy consistently and fairly.
Support the teachers with children who may need elements of additional support with behaviour
Report any concerns either directly to the staff member or via CPOMS

Other Adults

Uphold the policy consistently and fairly
Seek advice from staff members
Be positive role models

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OUR HORTON GRANGE VALUES

These values underpin every aspect of school life from the focus for rewards and praise to curriculum decisions and focus for learning. The children know these values and can articulate and reflect upon them.

H-Happy, healthy and hardworking
O-On a journey together to be the best we can be
R-Respectful, responsible and resilient
T-Truthful and tolerant
O-Open minded and outward looking
N-New experiences, new horizons and excellent outcomes for all.

OUR GOLDEN RULES

These are simple rules that permeate through school and are displayed in the classroom.

1. We listen	2. We follow instructions	3. We are honest
4. We look after property	5. We work hard	6. We are kind and helpful

In addition, we have simple rules for listening and lining up and for times of the school day:

Show me 5 - used to attract attention and when listening is needed

The adult will say "show me 5" and raise their hand

Children will:

1. Stop what I am doing
2. Empty hands/show me five (raise their hand)
3. Look at the speaker
4. Keep quiet and still
5. Listen

Our Line up Code

When I am asked to line up I:

1. Walk to the end of the line.
2. Leave a person space

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3. Look at the teacher
4. Keep my hands and my feet to myself
5. Keep quiet and still
6. Listen to instructions

On some occasions children with specific needs may need to have a specific place in the line ie at the front. However, in most cases, this should be a short term measure and with a longer term aim of following the usual line up code.

Walking Around School Code

When I walk around school I will

1. Walk on the left hand side
2. Walk quietly and sensibly
3. Hold doors open for friends and adults

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school, reinforcing the walking around school code. All staff are responsible for this. Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded (epraise merit) Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions) Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as "There you are, you can walk sensibly. Well done!" and so on. The consequence should directly relate to the action the child was not doing correctly.

Movement around School - Procedures for Large Groups

Call the group together using the familiar phrase "Show me 5" staff should wait until this is done and the children are quiet.

Tell the children when they can lower their hands.

Give out any instructions and set expectations.

Use and enforce our Line Up Code.

Make sure all children are settled before setting off.

Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.

Encourage a child to hold the door for others to pass through (thank them for this)

Try to have no more than one class meeting at any one point at any one time.

Walk to the left hand side of the corridor/stairs.

Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).

Think about your own position to allow maximum supervision of your group.

Encourage the concept of personal space. In due course this should lead to sensible self-disciplined movement around school as the children mature

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Playground procedures

Teachers are responsible for overseeing their children at times of transition including playtimes, at the beginning and the end of the day.

Any inappropriate behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency

Follow the playground rules including taking responsibility for any equipment.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices)

If it is felt that the playground is too big a boundary and the time too unstructured and there is a risk of the child not being able to keep themselves or others safe, this should be pre-empted by staff and arrangements made for that child to have their playtime in The Place with a friend.

Support will be put in place to help them make that transition so they learn to adjust to the playground environment.

USE OF THE THRIVE APPROACH IN SCHOOL

Thrive underpins all elements of the development and maintenance of positive relationships at Horton Grange. It gives us knowledge, understanding, language and ethos. It should be clearly visible and audible as an approach in classrooms, corridors and outside spaces. Whilst not all staff are Thrive Practitioners, all staff have received training giving them the theory implementation strategies. There are 6 Thrive Practitioners in school.

What is Thrive?

Thrive gives us a systematic approach in identifying, supporting and reviewing emotional development needs. It is a development model that recognises children's emotional capacity grows through experiences in a series of stages. As they develop, their experiences and circumstances shape their development. Issues arise when development is significantly interrupted at one of these stages. This results in gaps which manifest most often as challenging behaviour patterns as the child grows up. These gaps can be filled through focused support in relationships with other people. Vital Relational Functions (VRFs) and PACE (Playful, Accepting, Curious, Empathetic) underpins our approach to building positive relationships. All staff form relationships so that everybody feels valued and emotionally supported. When behaviour is unacceptable staff will use VRFs:

- attune to the child's feelings;
- validate their experiences;
- contain them to ensure they are safe;
- regulate/soothe to help them understand the behaviour and begin to make a change.

At Horton Grange we see children who have interrupted development that makes them unable to make an informed choice when faced with a difficulty. These children experience a feeling, often that they can't name or understand, and behave instinctively. For these children "Your choice, your consequence" is not appropriate. Instead they will be supported to understand the physical sensations they experience and link

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them to a feeling or emotion and access their “Thinking brain” to enable them to feel – think – act. This may be done on a one-to-one basis or as part of a group. Children will still be held accountable for unacceptable behaviour.

The PLACE - Additional Pupil Support

The Place will be used to support children identified as Urgent Need by the Thrive class screenings or who are causing concern or who have an element of SEND that can be further supported through Thrive provision. This support will be identified in the child’s individual action plan and will take place regularly one-to one or in a small group.

As part of our behaviour system The Place may, on occasion, be used to provide supported learning for children whose behaviour is continually disrupting the learning of others. Normally this will be at the Time Out C and Internal Exclusion stages, though in the first instance this will be done with a member of SLT. Children reaching Internal Exclusion will have a targeted support plan produced identifying their stage of interrupted development, targets to be supported, expected outcomes and a timetabled support structure. In this way the child is supported to take responsibility for their behaviour and given opportunities to develop their stress management systems so that they are able to make reasoned choices. The goal in these circumstances is always to better equip the child to manage themselves and so be successful in learning in the classroom. Whenever a child is receiving support in The Place, overall responsibility for their learning and progress remains with their class teacher.

Using Thrive Language

All adults share responsibility for the behaviour of all children across the school day. Many incidents of inappropriate behaviour can be pre-empted with forward thinking and planning – this is our job!

Use clear instructions and reward the positive

VRFs and PACE as relationship builders

Know the potentially difficult points for individual and groups of children

Put in place supervision arrangements for an individual child during less structured time (playtime, PE, etc.)

Strategically place a child next to an adult

Use the following sentence stems to begin conversations when children are finding it difficult - use the acronym WIN

I’m **W**ondering ...

I’m **I**magining ...

I **N**otice I wonder ...

In addition to this the following can be used

I can see ...

I am thinking

These allow a non-confrontational approach to be adopted and are more likely to result in the child being able to discuss what the problem is, aiding self-regulation and a quicker more effective solution. Tone of voice should reflect the curious intent behind the questioning and not be accusatory or harsh.

A no shouting policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc. or when there is a safety issue.

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BEHAVIOUR GUIDELINES – USE OF PRAISE AND REWARDS

It is very important that meaningful praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure-catch them doing something well! Praise has a reinforcing and motivational role. It helps a child believe they are valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

Praise and encouragement in and out of lessons should be used as much as possible, both verbal and written

Whole School Reward System

Epraise online merits Horton Grange uses an online merit system for rewarding positive behaviour linked both to the Horton values and attendance. When awarding the merit the member of staff should reinforce the good behaviour e.g. "You can have a merit for (and state the value the child was demonstrating e.g. being respectful". Children will accumulate merits to spend in the online shop on treats and experiences. A merit will be awarded for each day the child is in school to promote good attendance.

School reports – written reports should comment favourably on good work, behaviour, involvement in and general attitude to school life

Horton Heroes-weekly celebration assembly that highlights successes. 2 children chosen per class per week

Postcard - each week a person from each class will be rewarded a postcard linked to the Horton values, stating specific reasons why they have been chosen. This will go home to be shared with parents

Always Club-1 child chosen from each class who 'always' do the right thing to attend Always Club Session in The Place. Weekly sessions in The Place for those children who don't usually attend for Thrive purposes to complete a fun activity.

Phone call home or positive message to parents on collection

Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.) Opportunities for giving children greater responsibility in school should be fostered e.g. Monitors, School's Council etc

BEHAVIOUR GUIDELINES – USE OF SANCTIONS

Before sanctions are used staff should use their strong relationships (VRFs) to deescalate a situation. Using the Thrive sentence stems or language is key to pre-empting and encouraging changes to behaviour. Children at a "being" or "doing" stage of emotional development do not have an understanding of cause and effect so sanctions may need to follow a different pattern for these few children and should be discussed with The Place. Children at an age appropriate level of development understand the concept of "your choice, your consequence". In the use of sanctions, pupils learn from experience to expect fair and

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consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

When any sanction is given we recognise a rupture within the adult/child relationship. It is the responsibility of the adult to seek to repair this relationship so the child can move on, understand and feel happy to return to class. This should happen as soon after the sanction has been completed as possible and by the end of the day at the latest. This should include why the behaviour was unacceptable and the feelings and impact it had had. The child should have the opportunity to reflect and give an indication of the feelings that triggered that behaviour and how it appeared from their perspective. This will give both adult and child an improved perspective and make repetition of the behaviour less likely. Apologising to anyone impacted by the behaviour should be encouraged as part of the repair if this is done sincerely and with meaning. We have an agreed system of sanctions to register disapproval of unacceptable behaviour, and prevent disruption to learning. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses
- Minimise disruption to others, especially teaching and learning time
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied
- Allow early involvement of parents, line managers, SENDCo and support agencies
- Do everything reasonably possible to avoid exclusion from school

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the action and never the child ie "That was an unsafe thing to do because..." and not "You are a silly child".

Sanctions Procedures

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour and this is displayed in flowcharts in every classroom. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. However, as a general rule the following procedures should be followed

If unacceptable behaviour occurs:

Warnings

Warnings are a chance to change and have no longer term consequences attached to them if they are successful in allowing the children to adapt their behaviour. Warnings should be given in a low voice and emphasis kept to a minimum. Up to 3 warnings are given on the third warning the teacher should say "This is your third and final warning. Do you understand?" Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Time In (A)

Still a time to reflect and change the behaviour

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The Child is sent to a designated chair/area of the classroom 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance
Support given by an adult using VRFs and PLACE to explain the reason for Time In and what change in behaviour is needed
Record when, why on class list at isolation table
EYFS are given thinking time for a short amount of time
Within the same session if a child repeats the same behaviours they should go to Time Out B
For unrelated behaviours go back through the sanction system.

If behaviour improves return to lesson, if not or if child refuses, move to Time Out B

For a child who is receiving regular Time in A's

Record who, when, why

Possible removal of treats / playtime etc

Discussion with Phase Leader and/or SENDCO; consider Behaviour Intervention and/or Thrive action plan

Time Out B (removal from a classroom)

Time Out B (and C) should be considered as a serious sanction and will be used to allow the continued effective learning of other pupils in the class to be restored, to maintain safety of all pupils and to allow the continued education of the child who has been disruptive after a period of re-regulation.

The child is escorted to a designated colleague (parallel teacher where appropriate but may be another member of staff/class).

Loss of playtime and/or responsibility should the time spent be insufficient or the child needs additional time to be ready to return to class effectively

Record details of incident on CPOMS

Contact parents (phone call or on collection at home time)

If behaviour improves return to class; if not or if child refuses, move to Time Out C

For a child who regularly gets to the Time Out B stage

Discussion with Behaviour Lead/Phase Leader and/or SENDCO

Begin monitoring to identify areas of concern / possible causes / appropriate targets

Parents informed that behaviour is a cause for concern following the second Time Out B incident in one half-term

Parents discuss concerns and agree targets/support

Weekly Record in place (HG sheet). Kept in the school office

Monitored by class teacher and Behaviour Lead who will set targets for the following week

Reviewed weekly

Time Out C (removal)

Whenever possible Time Out C's will be supervised by a member of the Senior Leadership Team

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The child is escorted to the member of staff overseeing the Time Out C - Up to half a day supported learning without causing disturbance
Facilitate reflection by the pupil about what led to the Time Out C and how the escalation or incident can be avoided in the future
Behaviour Lead informed of incident
Parents informed of Time Out C by letter, following a phone call from Behaviour Lead/Deputy Head
If the child is subject to a CP or CIN Plan the social worker should also be notified
Class teacher discusses behaviour with Thrive practitioner
Details recorded on CPOMS
Weekly Record in place (HG sheet). Kept in the school office. Monitored by class teacher/Behaviour Lead.
Reviewed weekly If behaviour improves return to class; if not or if child refuses, move to the next stage

Data on the amount of Time Out C's that are given and the children who received them is collected and analysed. This is then reported to Governors on a termly basis.

For a child who is receiving regular Time Out C's - discussion with SENCO and Behaviour lead: consider the need for SEND and/or Thrive action plan

Initiate closer monitoring-**child goes on Report (see below)**

Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside the child, reduced school day etc. Look at changing the day/provision to pre-empt flash points in the day.

Have designated time in The Place

Referral to multi agencies

Access to extracurricular / enrichment activities dependant on progress

On Report

Thrive action plan produced

Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc

Meeting with parents/child to agree the way forward

Clear/realistic targets for behaviour agreed (maximum of three)

Clear rewards/consequences identified for success/failure (including possible provision in The Place and exclusion)

Daily feedback to child (x 5), weekly feedback to parents

Consider EHCP

Reports to last a minimum of 2 weeks/a maximum of 16 weeks, and reviewed fortnightly

Reports monitored by Behaviour Lead and weekly by Head of School and targets set and discussed for the following week.

If targets are achieved remove from On Report.

If On Report failed and incidents continue move to Internal Exclusion (Headteacher/ Behaviour Lead/Head of School)

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Behaviour targets when on report

Maximum of 3 targets

Achievable by the child and aimed to tackle the main areas of behaviour

Discussed with the child and what behaviour might look like to achieve the targets and strategies that might be needed

Communicated with all relevant staff

Daily check ins with a senior member of staff

Internal Exclusion

Parents informed, meeting with parents to discuss strategies and inform them of the consequences of further poor behaviour

Thrive targeted support plan put in place to contain behaviour and support emotional development

Adult-controlled access to playground, extra-curricular activity If behaviour improves return to class On Report.

If incidents continue a decision will be made by the headteacher as to whether to issue a fixed term exclusion

Fixed Short Term Exclusion (up to 5 days per term)

Parents, Governing Body, LA Officer informed by letter

Parents may appeal

Governors may meet to discuss any appeal

Upon return to school, the child stays On Report for a minimum of four weeks If behaviour improves remove On Report to Weekly Record. If not move to fixed long term exclusion Fixed Long Term Exclusion (up to 45 days per year)

Parents, Governing Body, LA Officer informed

Governors meet (parents/child or representative may attend/make representations) LA Officer must be invited to attend but may not reinstate

Discipline Committee either reinstate or uphold the exclusion

Upon return to school, or if reinstated, child stays On Report for a minimum of eight weeks If behaviour improves remove from On Report to Weekly Record. If not move to permanent exclusion

Fixed term exclusions may also be used for very serious incidents such as serious assault which has resulted in a child being hurt, serious bullying incidents, abusive or aggressive behaviour towards children or staff, constant refusal to follow adult instructions.

Managed Move

A managed move may be considered to avoid permanent exclusion or when it is in the best interests of the child. This will be directed and overseen by the Headteacher. If the managed move is successful, this will lead to the permanent transfer to an alternative mainstream school. If the managed move is unsuccessful

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the child will return to Horton Grange with a reintegration plan and will be expected to fulfil all the elements of that plan if permanent exclusion is to be avoided

Permanent Exclusion

Parents, Chair and Clerk of Discipline Committee, LA Officer informed
Discipline Committee meet and consider all representations and reports (parents/child may attend)
Discipline Committee either reinstate or uphold exclusion
Parents notified of right to appeal. If appeal successful, or reinstated child stays On Report for the maximum 16 weeks
If appeal unsuccessful, remove child from school roll
Serious incidents need to be treated on an individual basis and the circumstances investigated
In exceptional circumstances permanent exclusion may be considered for a first or "one off" offence.

These may include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property

In all but the most exceptional circumstances, the school will make every effort to avoid exclusion. In the event that school feel that by giving an exclusion, there is a risk posed to the child of harm or will suffer (as outlined in Part 1 of Keeping children safe in education) school will follow the child protection policy. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books (for KS1 and less mature KS2 children)
- Behaviour Reports (for KS2)

Both use the school merit system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.

Use of reasonable force

Use of force must only be used as a last resort. Procedures are in place at our school to create a safe, calm, orderly and positive learning environment. Effective relationships are developed between staff and pupils and PSHE and our Thrive approach support pupils in making positive choices for themselves. Therefore, the use of reasonable force should only be used very rarely and to keep a child or member of staff safe.

All staff are given guidance and training in effective behaviour management.

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Who can use Reasonable Force

All members of staff have a legal power to use reasonable force. This can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an organised visit. The school has a separate Use of Reasonable Force policy / Physical Intervention policy which builds on the above key principles.

Key members of staff have had comprehensive **RPI (restrictive physical intervention) training** through **P&I training** (an accredited CPD course through the CPD standards office) and they should routinely be called upon when restraint may be necessary as a last resort. **P&I training** is underpinned by the department of health (DOH), the CPD standards office and the DfE use of reasonable force policy (2013) alongside the values of care, welfare, safety and security.

The Role of Parents

Parents/Carers provide a crucial role in supporting the school with maintaining behaviour and positive relationships. Parents should have access to and know the school's behaviour policy, systems and routines. Where parents have a concern regarding behaviour they should report these to a member of staff. Parents should attend meetings if requested and work with school to support their child to make the right behaviour choices.

Children with SEND

Horton Grange is committed to inclusivity and has a wide range of pupils including those with relatively complex needs, including SEND. All children's behaviour needs managing effectively, whatever the needs of the child to ensure they, and their peers can learn effectively. It can also not be assumed that the nature of the SEN was solely the cause of that behaviour on each occasion and judgement must be used on an individual basis. Where it is decided that the SEND need contributed to the behaviour or it is felt that the pupil was unable to act in any other way staff must decide on an alternative course of action than the usual sanction (liaison with SLT/SENDCo).

The Thrive Approach, when used as a whole school approach, allows all children to feel a part of the whole school community, as well as providing additional support through targeted intervention when and if needed. Many SEND children also access The Place at the start of the day (to allow for a settled transition between home and school) and also play times and lunchtimes where the decreased structure and increased noise can be overwhelming.

In all cases where children with SEND struggle with behaviour the SENDCo will have input as to how best to meet the needs of the individual and will advise both teachers/PLACE staff and parents on potential triggers and the nature of the support. This may include, but is not limited to:

- Supporting resources to aid concentration
- Ear defenders for noisier times
- Scheduled movement/rest breaks

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Seating plans and visual timetables

Uniform adjustments (in exceptional circumstances or where there is a medical need or condition or a sensory need)

Additional staff training on specific needs

Incidents outside of school

Whilst the behaviour of children outside of school premises or outside the normal hours of the school day is the responsibility of the parents/carers Horton Grange may sanction pupils for the following reasons:

Incidents travelling to or from school where they were not supervised by an adult (children from Year 4 can walk to and school, with permission, by themselves)

When wearing school uniform or being identifiable as a school pupil by another means

When an incident could have repercussions for the smooth running of the school

That poses a threat to another pupil or serious bullying is involved

That could affect the reputation of the school

School will always inform parents and discuss the sanctions with them. We may ask parents to bring and collect children if they cannot walk to and from school by themselves in a responsible manner. This will be for a fixed period of time as decided by SLT

Staff Induction, development and support

All staff are given the behaviour policy as part of their scheduled induction with the Deputy Head. The behaviour flowchart is displayed in all classrooms.

Behaviour management training is part of INSET at the beginning of each school year and will include an element of Thrive training. This is done by the behaviour lead and staff from the PLACE. This may include targeted training for specific groups of staff to address a particular training need. Training may also be delivered throughout the year in staff/phase meetings depending on need. At Horton Grange we recognise that behaviour management is an area that is constantly reviewed, discussed and evolving. Staff have the responsibility to seek advice and support from SLT in managing behaviour effectively. SLT have the responsibility to ensure staff feel supported and able to manage the behaviour of the pupils in their class and that their mental wellbeing is not adversely affected by challenging behaviour.

Pupil Transition

Times of transition can be challenging and can affect pupil behaviour. Disruption due to pupil transition aims to be minimised through:

Transition days at the end of the year prior to the new school year

Hand over meetings held between members of staff regarding the children they are passing on/receiving

Discussions with the PLACE staff relating to the children they see for interventions

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Clear systems and structures in school that are well communicated and known by all allowing for consistency

Transition days held by feeder Secondary schools with meetings prior to this to discuss the needs of the children

Some children will be identified as needing enhanced transition and this is communicated to the relevant Secondary schools

Child on child abuse, sexual violence or harassment (including online)

Following a report of child on child sexual abuse or harassment, the member of staff must immediately inform one of the DSLs who will follow principles set out in KCSIE (part 5) Each case will be considered on a case by case basis.

No element of abuse, violence or harassment (whether that be sexual or not) will be tolerated and this includes sexualised language. This must not be regarded as 'banter' and staff should challenge this, advocating high standards of conduct and dignified/respectful relationships. This should form the basis of preventing violent or abusive relationships in the future.

Any incident of abuse will be communicated to parents and there may also be referrals to the Police or Children's Services. Sanctions in school will be used at the discretion of the headteacher.

Victims will always be kept safe, taken seriously and supported in line with the schools safeguarding policy.

Other Online Behaviour Incidents

We recognise the serious impact that negative interactions online can have on the wellbeing and mental health of children. It can also impact significantly on the children's interactions once back in school (children do not have access to mobile phones during school hours and all other devices are monitored weekly through the schools SENSO reporting system) Whilst this is within the remit of parental responsibility school will not shy away from tackling online incidents and applying sanctions when necessary.

Online incidents that happen outside of school hours but are reported to school will be investigated by a member of staff so that facts can be ascertained and correctly reported to parents. This may involve asking the child for access to their phone to see messages or images. Once the facts have been ascertained, a member of SLT will inform the children's parents and discuss what has been found, any sanctions that are to be put in place and support needed from parents to ensure there is no repetition. There will also be a discussion between the children to facilitate a repair or suitable conclusion to the situation. Ongoing online safety is delivered at the beginning of every unit of the computing curriculum and we participate in internet safety week every year. Online safety discussions regularly happen within the school day, including as part of PSHE lessons.

Mobile Phones

The use of mobile phones is not permitted in school and they must be switched off once on school premises. In school they are handed in to the teacher and kept securely until the end of the day. All

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children bringing a mobile phone into school must sign an acceptable use agreement. Further guidance can be found in the Mobile Phone Policy.

Success Criteria

Indications that this behaviour code is succeeding could include:

Time Out B's, C's and any exclusions remain low

Positive feedback from visitors, professionals (including SIP visits) teachers, support staff, parents and pupils

Children achieve the outcomes of the **Positive Behaviour Building Blocks** and are ultimately prepared for the next stage.

Outcomes	NEXT STAGE READY			
	Independent	Self regulated	Role Model	Confident
Systems	Show me 5	Walking Around School Code	Lining Up Code	SLANT
	Horton Values	Golden Rules	Behaviour System	Rewards
	Thrive Approach			

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