

# Policy for Promoting Positive Attitudes and Behaviour for Learning

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”

(Discipline in Schools - Elton Report)

## 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 and;
- 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



## **Rationale**

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.

### **Our purpose is to:-**

- ensure that behaviour or attendance levels do not inhibit learning or impede potential for any child
- maintain levels of good behaviour
- provide a consistent approach in rewarding good behaviour
- provide a consistent approach in responding when children are struggling and this is reflected in their behaviour and choices
- maintain good levels of attendance and punctuality
- to provide a consistent approach in responding to poor attendance and punctuality.

### **Our policy is based on the belief that:**

- Children will 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
- 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.

### **We will:**

- 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-reliance and trustworthiness
- 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. Staff will 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
- encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

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## Our Horton Grange Values are:

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.

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.

## Our Golden Rules –

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

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

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

### Our Listening Code-Show me 5

*When I am asked for my attention I:*

1. Stop what I am doing
2. Empty hands/show me five
3. Look at the teacher
4. Keep quiet and still
5. Listen to instructions

### Our Line up Code

*When I am asked to line up I:*

- Walk to the end of the line
- Leave a person space
- Keep my hands and my feet to myself
- Keep quiet and still
- Listen to instructions

### Lunch time

- Go to the toilet and wash your hands before lunch
- Walk to the dining area
- Stay in your seat whilst you are eating
- Eat sensibly and quietly
- Help younger children where necessary
- Leave your table clean and tidy
- Be fair and considerate to others using the space

### In the playground

- Follow adult instructions
- Look after and be considerate of others
- Play friendly games
- Respect other people's games
- Be fair
- Share and care for school equipment and games
- Respect the school grounds
- Be aware, and careful of, all living things
- Stand still when the bell sounds

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## Behaviour Guidelines and Procedures

We 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**
- **Thrive: VRFs and PLACE 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.

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.

### **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
- Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards)
- 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.

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## 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 as they move around i.e. stand at corners, foot of stairs etc
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature

## 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
- 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.

Behaviour Guidelines	Rewards
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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. **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 - General

- Praise and encouragement in and out of lessons should be used as much as possible
- Favourable comments can and should be entered on pieces of work
- School reports – written reports should comment favourably on good work, behaviour, involvement in and general attitude to school life

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- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc
- 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
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school
- 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.)
- Lunchtime club passes can be awarded
- Opportunities for giving children greater responsibility in school should be fostered e.g. Monitors, School's Council etc

## **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.

## **Demerits**

Children who have been given a Time Out B will be given 1 demerit (deducted from their total) and those who are given a Time Out C will be given 3 demerits. This is to encourage the children to reflect on the choices they are making and use the opportunities; warnings and Time in A consequences offer to turn their behaviour around. Demerits should only be given in these circumstances and never as a random consequence.

## **Certificates**

A weekly Horton Heroes assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Parents are personally invited to attend and witness the presentation of certificates.

<b>Behaviour Guidelines</b>	<b>Sanctions</b>
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## **Sanctions**

Before sanctions are used staff should use their strong relationships to modify behaviour such as a look or humour. 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 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

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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.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. 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 PROCEDURE**

- Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour
- Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory

*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**

- Child sent to designated chair/area of 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 reason for Time In and what change in behaviour is needed. Record when, why on class list at isolation table
- EYFS sit on carpet spot with timer
- 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

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

## **Time Out (B)**

- Child escorted to designated colleague (parallel teacher where appropriate but may be another member of staff/class). In the event that class bubbles are reinstated or restrictions placed on schools regarding the mixing of children due to COVID 19, Time Out B's will take place with a member of SLT
- Up to 1 hour working alone without causing disturbance
- 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 Phase Leader and/or SENDCO
- Begin monitoring to identify areas of concern / possible causes / appropriate targets
- Parents informed by letter that behaviour is a cause for concern following the second Time Out B incident in one half-term. A telephone conversation should take place in advance of the parent receiving the letter, usually from the Parent Liaison or class teacher.
- 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. Reviewed weekly
- Improvements linked to epraise rewards

## **Time Out C**

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

- The child is escorted to the member of staff overseeing the Time Out C
- Up to half a day supported learning without causing disturbance
- Behaviour Lead informed of incident
- Parents informed of Time Out C by letter, following a phone call from Behaviour Lead
- 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**

## **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 i.e. frequency monitoring, check ins
- Inform parents that child's behaviour is causing serious concern through phone call from Parent Liaison

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- 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 EHC
- 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

If targets are achieved remove from On Report. If On Report failed, move to **Internal Exclusion (Headteacher/ Behaviour Lead/Head of School)**

## **Internal Exclusion**

- Parents informed, meeting with parents
- 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 not move to **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, 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**

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## **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. 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.

## **Behaviour Targets when on report**

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child’s behaviour e.g. “To stay on task at all times” is not a realistic target for the best behaved child let alone a troubled child
- If clear targets cannot be identified - monitor (see appendix)
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior member of staff.

Daily feedback on progress should be given and targets reviewed regularly either:

- to make targets more difficult as behaviour improves
- to set new areas to tackle, **or**
- to remove completely from report

## **Use of reasonable force**

Use of force is only used as a last resort and then only when safety is an issue. 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

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pupils in making positive choices for themselves. All staff are given guidance and training in effective behaviour management.

## **Staff Authorised to Use Force**

All teachers and staff, the head has authorised to have control or charge of pupils, automatically have the legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. This includes all teachers and support staff. Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

*Several members of staff have had comprehensive training in MAPPA to ensure safe use of reasonable force (Please see Use of Reasonable Force Policy). Refresher training has not been able to take place due to COVID restrictions and the requirement for close contact (to take place during academic year 2021/22).*

The Governing Body has reviewed DFE advice (see Use of reasonable force July 2013). Most of the guidance is non-statutory, though staff are strongly advised to follow all sections of the guidance, but the section on recording and reporting significant incidents is statutory.

## **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 which builds on the above key principles.

## **Thrive - Urgent need and those with emerging needs**

The school acknowledges that a proportion of children may for whatever reason lack the emotional maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for SEND and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

## **The Thrive Approach**

Thrive gives us a systematic approach to 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 PLACE underpins our approach to building positive relationships. All staff form relationships that are **P**layful, **L**oving, **A**ccepting, **C**aring and **E**mpathic so that everybody feels valued and emotionally supported. When behaviour is unacceptable staff

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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 commonly 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 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**

The Place will be used to support children identified as Urgent Need by the Thrive class screenings. 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 will also 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. At Time Out C The Place provides a supervised space where children can continue their normal classroom learning in an individual workspace.

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.

## **Roles and Responsibilities**

### **Staff**

The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing the school policy on positive behaviour. The headteacher has overall responsibility for ensuring positive behaviour.

### **Adults in School – Promoting Positive Behaviour**

All adults are expected to follow this policy in a consistent and fair way with all groups of pupils. Social skills and self-esteem issues are addressed in PSHE and in Circle-time in the classroom, through a variety of resources. School assemblies are Christian based and are used to support positive behaviour. Adults are supported if behavioural problems occur in the classroom. The training needs of adults are addressed as part of our staff development or as individual need arises. Volunteer helpers or work experience students should refer to the class teacher in the first instance.

When moving around school as a class the class teacher is responsible for ensuring appropriate behaviour is maintained, however, **all staff** are responsible for supporting this and addressing any

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unacceptable behaviour. Often, speaking directly to the individual or group will correct the behaviour but if it does not the class teacher should be informed so that appropriate sanctions may be applied.

## **Managing Behaviour in the Playground**

At break times a teacher and support staff are on duty. At lunchtime the children are supervised by members of support staff. The headteacher, deputy headteacher or another senior member of staff is always available and oversee the behaviour, whether this be directly or through advice and mentoring.

When you are on duty the following points will help maintain positive behaviour:

- Be outside before the children
- Be consistent and enforce playground rules at all times
- Be vigilant and intervene early if a situation looks tense
- Move around the playground
- Encourage the use of co-operative, equipment and non-equipment games and Playground Friends/Buddies
- The teacher(s)/adults on duty at break time will deal with behaviour incidents in line with policy
- If there is a serious incident a senior member of staff should be sent for
- Continue to use THRIVE and school rewards system

**At lunch times** – It is the responsibility of the support staff to give feedback to class teachers regarding any issues with behaviour or to reward children for displaying excellent behaviour. After lunch all teachers record merits awarded at lunchtime and discuss any issues. Any lunchtime incident should be recorded on CPOMS by either the class teacher, or preferably member of support staff.

## **Parents/carers**

Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour. We encourage them to support the school's behaviour policy. Each parent will be asked to sign a Home/School Agreement as their child starts school. If a child's behaviour is causing concern, the school will ask parents to come into school to discuss the situation. Their child may be involved in this discussion. A summary of the policy is available on the school website.

**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.

## **Governors**

The headteacher will report to the Governing Body on a regular basis about the behaviour in school and the implementation of the policy. Governors will be involved in policy review.

## **Monitoring**

The implementation of this policy will be monitored via meetings and through observations.

## **Success Criteria**

Indications that this behaviour code is succeeding could include:

- A reduction in the number of playtime minutes removed
- A reduction in the number of incidents referred to SLT
- Positive feedback from teachers, support staff, parents and pupils

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- Observation of positive behaviour in classrooms, corridors and yard
- Improved pupil confidence and self-esteem
- Improved achievement and standards
- Improved scores in Thrive assessments

The policy will be regularly monitored and reviewed as part of the ongoing audit of practice and development within the school.

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## Appendix A

### KEY ELEMENTS OF GOOD PRACTICE

Essential to good classroom management is the quality of relationship between the class teacher, other adults and the children in the class.

- Talk quietly whenever possible to establish an atmosphere of calm
- Set high standards
- Use VRFs and PLACE
- Smile and relate - avoid confrontation
- Listen, stay calm, use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child
- **Remember** it is normal for children to test the boundaries of acceptable behaviour
- Adults should make expectations clear and highlight those children meeting the expectations to reinforce them. Remember five positives to one negative! Target positive comments strategically - use 1, 2, 3 – when necessary without making eye contact – move to sanctions procedure

The quality of provision – teaching and the curriculum have a considerable effect on children's behaviour. Good behaviour has a lot to do with children's motivation to learn:

- Ensure planned learning for the class is appropriate, suitably differentiated and includes activities where children can work cooperatively, enjoy and know how to be successful
- Make sure the children know what they are doing and that their work is matched to their ability
- Plan the role of all adults in the classroom
- Be aware of what is going on around you
- Make every minute count – no queueing

Classroom organisation includes routines, systems and the learning environment:

- Have clear routines and be consistent in your expectations and reactions - apply rules firmly and fairly
- Be organised and on top of things
- Explain the code of conduct in a way relevant to your class and display with Golden Rules, rewards and sanctions. **These should be routinely revisited and reinforced**
- Create an interesting, stimulating, attractive classroom environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect

We are committed to giving children a positive experience which will build their self-esteem.

#### **Never:-**

- |                          |   |                                    |
|--------------------------|---|------------------------------------|
| • Humiliate              | - | it breeds resentment               |
| • Shout                  | - | it diminishes you                  |
| • Over react             | - | the problem will grow              |
| • Use blanket punishment | - | the innocent will resent you       |
| • Over punish            | - | never punish what you cannot prove |

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Headteacher – Nichola Irving



## Appendix B

### RECORDING ISOLATION NOTES

#### Time Out A: a class list

It is not essential or even desirable that all isolations are always recorded but do record if:

- Monitoring individuals
- Patterns in behaviour emerge
- An individual is frequently being isolated

#### Time Out B and beyond

All incidents of behaviour that warrants Time Out B or beyond must be recorded on CPOMS on the day of the incident. Behaviour lead and HOS should be alerted to the incident. Details of the incident should be factual and without judgement. Avoid opinions.

**Statements/Comments** should be brief but succinct, clear, unambiguous e.g.

“disturbing class”, “being a nuisance” meaningless and open to misinterpretation

rather: “tore up another child’s work”, “hit child x in the back”, “refused to sit for story” etc.

**In cases of bullying we will follow the procedures as laid down in Our Anti-Bullying Policy. The school records all racist incidents and completes an annual return to the local authority.**

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## Appendix C

### CHARTER OF RIGHTS

*Children have the right:*

**To be treated with respect**

**To be treated kindly**

**To be listened to**

**To be helped**

**Not to be bullied**

**Not to be lonely**

**To be happy**

**To feel wanted**

**To be safe**

**To be special**

**To be treated equally**