



*"I have come that they may have life, and have it to the full." John 10:10*

## Behaviour Policy (Including Suspension and Exclusions)

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***This policy has been written and adapted in accordance with our School Vision***

### 1. Rationale

At Hormead First and Nursery School, our approach to behaviour management is rooted in our unique Christian ethos and core values that are underpinned by our school Vision, '**Love of Learning, Love of Life itself and Love of God.**' The values support all areas of learning and contribute to pupil's motivation to learn. We recognise that this will be most successful when the values and attitudes promoted by staff, governors, parents and carers, provide a model of behaviour for children. All our policies and decision making are formed through the lenses of our Vision and Christian Values to ensure that every person has the chance to succeed and be prepared for **life in all its fullness**.

Our policy promotes good relationships, so that we can work together with the common purpose of helping everyone learn. Everyone is expected to behave in a responsible manner, to show care, consideration and courtesy towards each other and have respect for property. Our relationships are developed through the use of a compassionate, therapeutic approach which encourages children to take responsibility for their own behaviours and supports empathy building through conversations around Christian values. We treat all children fairly, compassionately and consistently based on Christian principles of forgiveness and a fresh start. This is the cornerstone of Jesus' teaching. We believe, like Jesus, that we should forgive our neighbours and try to educate instead of punish.

This policy sets out the expectations for behaviour at Hormead and the procedures we have created in to help us implement these. It also sets out the consequences for misdemeanours should they arise.

**'Every child deserves the best possible start in life and the support that enables them to fulfil their potential'.**  
**EYFS September 2021**

### 2. Aims

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.
- To ensure safety by making boundaries of acceptable/appropriate behaviour clear.
- To create a common sense of direction and feeling of belonging for pupils, staff, governors, parents and carers.
- To ensure that our children experience success which can be developed through the National Curriculum and broader curriculum.
- To ensure that our children recognise their own personal development and mental health as a priority.

### 3. Objectives

- Expectations of good behaviour are made clear.
- We encourage sociable behaviour by promoting mutual respect.
- Encourage children to take responsibility for their own actions and behaviour.
- Positive behaviour is recognised and rewarded both publicly and privately (stickers, house points, values awards, special assembly mentions, praise).
- A whole school approach is used when dealing with inappropriate behaviour.
- Parents are involved in any support programmes.
- Children are encouraged to report examples of positive behaviour.
- Where appropriate, the support of other agencies, such as Educational Psychologist, Behaviour Support Service and Learning Support Service is enlisted.

### 4. Legal Guidance and Responsibilities

The Department of Education guidance, 'Behaviour and Discipline in Schools; Advice for Headteacher's and school staff (September 2022)' has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

### 5. Roles and Responsibilities

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

#### Children's responsibilities:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To comply with the instructions of members of staff.
- To take care of the school property and environment.
- To cooperate with other children and adults.
- To understand and use the school values to inform their choices and actions
- To wear the correct school uniform

#### Staff responsibilities:

- To set high standards of professional behaviour, politeness, self-discipline and respect to all.
- To be good role models of our school values.
- To provide a challenging, interesting and relevant curriculum.
- To create an environment that is safe, secure, interesting and pleasant.
- To treat all children fairly and with respect.
- To listen to children, making it clear through their response that pupils' comments are heard, taken seriously and are of importance.
- To use rules and sanctions clearly and consistently.
- To foster good relationships with parents/carers.
- To recognise that each child is an individual and to be aware of their needs.
- Speak professionally and with respect when discussing pupils, behaviour and stakeholders.
- Fulfil our professional duties by being punctual, attending relevant meetings and training and following the Staff Code of Conduct.
- Make appropriate and factual records of behaviour concerns on CPOMS

#### Parents' responsibilities:

- To be aware of the school rules and expectations.
- To support staff in the implementation of the policy.
- To foster good relationships with the school.
- To make their child aware of appropriate behaviour at all times.
- To show an interest in all that their child does in school.
- To encourage independence and self-discipline.
- To know the school values: love, cooperation, courage, kindness, honesty, resilience, aspiration
- To ensure their child attends school regularly and punctually and notify the school of reasons for absence.
- Make the school aware of any concerns, so that school can respond and act upon if necessary.

## 6. Whole school ethos

### Our Vision

Our school held a very successful vision evening to create a Christian vision for our school. We are proud to have developed this with our school community. Our vision is important to us and guides us in the decisions we make for our school and community and helps us to shape our school development plans.

**A natural home for all children and adults  
to have the opportunity to flourish within the community,  
in a unique and happy school rooted in Christian values.  
"Love of Learning, Love of Life itself, and Love of God"**

Our school Vision draws inspiration from the bible quote,  
**"I have come that they may have life and have it to the full." (John 10:10)**

### Our Values

We are a values-led school, and as such expect everyone in our learning community to use our values as a guide to their own behaviour, including adults. They are firmly rooted in our Christian character and underpin our responses, decisions and interactions as a community.

#### Love

We treat each other with love and respect

#### Cooperation

We work well with our partner - We work well in a team - We share our ideas - We listen to each other.

#### Courage

We are brave about coming into school - We are courageous in our learning - We try something new

#### Kindness

We say kind things to each other - We share our things - We say please and thank you.

#### Honesty

We tell the truth, even when it is hard to - We say sorry if we have done something wrong - We forgive each other.

#### Resilience

We learn from our mistakes - We have a growth mindset - We try and try again

#### Aspiration

### Our School Rules



### Our Houses

All children are allocated a House on entry to the school.  
The four houses are linked to a bible story to give each on character and identity.

 Fire	 Wind	 Earth	 Water
Moses and the Burning Bush	Jesus Calms the Storm	Jesus in the Garden of Gethsemane	Moses Parts the Red Sea

## **7. Governing Body Statement:**

The governing body supports the principles established in this policy and all key stakeholders. The governing body expects that the school's behaviour policy includes the power to use appropriate and proportional reasonable force when necessary, as advised in the DfE guidance of reasonable force (page 6 of DfE Guidance). The governing body recognises this guidance is non-statutory. See Governors written statement of principles (appendix 1)

## **8. Living our Vision – 'Love of Learning, Love of Life itself and Love of God'**

Each week, the class teachers will acknowledge children who display the following behaviours linked to the school vision.

- Showing aspiration in their learning – aiming high and showing resilience
- An interest and showing a love for a subject or topic
- Making good progress in their learning
- Going over and above to show our values
- Respect and valuing others
- Have an inquisitive mind – asking questions
- An appreciation for God's world
- Being a good disciple of Jesus

Teachers choose children who have displayed our school vision during celebration assembly on a Friday. Those children receive a 'Star of the Week' certificate highlighting the key skills children have used in order to be successful.

## **9. Strategies for positive encouragement include:**

- Specific verbal praise highlighting the effort, value or acquisition of new skill/ understanding
- Stickers for the pupil to wear or put on their piece of work
- House Points
- Heads lottery for pupils to share their work with the Headteacher
- Sharing work with other teachers / classes
- Star of the Week Certificates awarded during Fridays' celebration assemblies
- Praise in the fortnightly school newsletter
- Values tea party
- Values Hearts for being 'caught' showing our school values.
- Whole class reward system where there is collaboration towards a whole class reward

Throughout the year there will be opportunities for parents and carers to come together in a celebration assembly to celebrate learning and achievement in class.

## **10. Class / School behaviour management**

It is widely recognised that if children have clear and consistent approaches to behaviour they are more likely to also behave in a more consistent manner.

### **10.1 Coming into school**

How the day starts sets the tone for the rest of the day. At Hornead we firmly believe that all children should receive a warm welcome as they enter school. A teacher (usually the Headteacher) will be at the entrance gate every morning to welcome children into school. The class teacher or teaching assistant will be at the classroom door to greet every child as they come in. This also allows for open communication for parents, adding to our positive parent-teacher relationships.

### **10.2 Coming in from Breaks and Lunches**

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At Hornead, we operate the following system.

At the end of the break the bell is rang – all children stop what they are doing and stand still. When the bell rings for the second time, children walk quietly to line up in the playground. The class teacher (or if PPA the staff member covering) will collect their class from the playground, bringing them into the class in an orderly manner.

### **10.3 Lining up: to move around school.**

Children should line up in an agreed order which supports quiet movement around school. If the line is noisy, the adult will return to point of exit and repeat. This needs to be an established, non-negotiable expectation. This includes walking quietly into assembly and lunch.

### **10.4 Classroom Management**

We strongly believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom should provide a welcoming environment.

Teaching and support staff will:

- Develop a positive relationship with pupils, which may include:
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **11. Encouraging good behaviour**

Children's good behaviour is noticed, encouraged and often rewarded. We believe that continual praise of each child's own personal best behaviour and attitude to work is fundamental to establishing and reinforcing appropriate behaviour and work patterns.

Strategies include:

- Emphasis on encouraging and motivating pupil e.g. positive feedback, descriptive praise, give attention for success
- Promoting respect for individuals by:
  - including their culture and background
  - modelling desired behaviour
  - listening to children and communicating that you have heard what they have said.
- Creating safety, both physical and emotional with clear and consistent use of rules and consequences.
- Raising self-esteem by ensuring pupils experience and recognise their own success.
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices wherever possible,
- Ensuring that feelings are part of the PSHE curriculum and included in assembly themes.

#### **11.1 Buddy of the Week**

Each half term children put themselves forward to be nominated as a buddy for the following half term. Buddy's from every class are announced at the end of Monday's collective worship. The buddy wears a green band at play and lunchtime so that all children know who they can go to if they need help diffusing an argument, or just need someone to talk to and play with.

If any pupil is struggling on the playground, either due to circumstances outside of school or for any reason in school, the school has an outside buddy bench for children who are feeling a bit lonely or sad. Staff, pupils and weekly nominated buddies know to look out for children on the buddy bench to find them a friend to play with or help solve their problems. Staff are mindful to look out for children who are consistently on their own and report this to the class teacher to intervene.

Our buddy system was set up by our School Council of 2023

## 11.2 House point System

All children are encouraged to collect points for their house. This helps us to promote the Christian Value of Cooperation. The house points are counted up at the end of each week by House Captains in Year 4 and celebrated in a Friday's assembly. Overall house points are displayed in the hall and shared with parents and carers in our fortnightly school newsletter. The House with the most points at the end of the term, wins the House Cup, signified by ribbons on the cup and displayed on the school trophy shelf.

Children are also rewarded for individually contributing to overall house points. Each child has a house point chart kept in class to record the points they have collected throughout the week. When a child collects a certain number of points, they are awarded a special merit certificate in assembly (see appendix 2).

House points are awarded for any of the following:

- good work (relative to the child's ability)
- politeness and good manners
- contribution to the lesson
- kindness, compassion and helpfulness to others
- good attitude, effort and behaviour
- homework and being well organised

Children can also be sanctioned by the use of a penalty. Penalties are used for any of the following, where appropriate.

- Rudeness and/or disrespect
- Disobedience
- Bad language and swearing
- Blatant lying
- aggressive behaviour / fighting
- persistent lack of organisation
- Spoiling of own, others' or school's property

No points will be taken away from houses with penalties, however, any House that does not collect any penalties during a week, receives a bonus of 20 house points awarded in celebration assembly.

## 11.3 Communication with parents

Parents have easy access to staff in order to discuss progress and /or concerns. We believe that by working together with parents we can effectively help children to improve their behaviour. A senior lead teacher (usually the Headteacher) is at the gate every morning to meet and greet children and parents and informally discuss any concerns or answer questions. Messages can be passed via a note with the child, email or conversation with the office staff or via the Headteacher. When children are experiencing difficulties, the Headteacher will set up informal meetings on a regular basis to support families and strengthen communication.

## 12. Pupil Code of Conduct

### 12.1 School Rules

#### **Be Ready**

Pupils need to be ready in school in order to learn how to be ready in the real world. They need to develop a sense of responsibility for their own behaviour by having the correct equipment and uniform, being organised in terms of punctuality, attendance and demonstrate a positive attitude to school

#### **Be Respectful**

We are all part of the Hormead community. Members of a community are respectful to each other, helpful, understanding of difference and inclusive. Members of our community must demonstrate respectful behaviour at all times to children, staff and members of the wider community, including their property.

#### **Be Safe**

Pupils must consider their actions and behaviours at home, at school and online, in order to protect themselves at all time. Pupils must play safely, being non-physical and using kind inclusive language at all times.



At the beginning of every academic school year, teachers revisit the Pupil Code of Conduct and Values and together create an age appropriate Class Charter to display in class. The class charter is clear on how children can achieve acceptable standards of behaviour in their class.

### **12.2 Dinner Hall Code of Conduct (created by the School Council 2023)**

1. Remember to say please and thank you.
2. Put your hand up once you have finished your lunch.
3. Only talk to the children on your table.
4. Walking feet please.
5. Use your knives, forks and spoons not hands.

### **12.3 Playground Code of Conduct (created by the School Council 2023)**

1. Respect our equipment and outside area.
2. Return any equipment used back to the sports leaders at the end of break/lunchtime.
3. Ask an adult for a band if you need to go inside.
4. Show the value of kindness always.

### **13. General Principles for minor offences**

All staff should actively involve themselves in the maintenance of good behaviour and show consistency of approach. Minor offences should be dealt with by the class teacher, teaching assistant or midday supervisor. It is important that children are made aware as to why their behaviour is unacceptable through conversations to support their individual needs to prevent reoffending. The approach is based on the following:

- Respect for everyone by listening and valuing others' opinion
- Responsibility for own actions
- Repairing harm and developing skills needed to find solutions
- Reintegration to support pupils to remain happy and in school.

### **14. Managing incidents of unacceptable or inappropriate behaviour**

Just as we reward children for good behaviour, children also need to understand that there are consequences for their actions of poor behaviour if they choose not to comply with the agreed class or school rules. The steps we use give children the chance to reflect on and regulate their own behaviour. If they choose not to, they will be given a warning. If they still do not respond, they will receive a consequence. Teachers log poor choices through discussions with children and the Headteacher as appropriate. Serious incidents or persistent disruption is logged using CPOMS.

Possible sanctions include:

- A verbal reprimand
- Sending pupil out - to another class to work or calm down
- Expecting work to be completed at home, or at break or lunchtime
- Missing part or all of play or lunchtime
- Referring the pupil to the Headteacher
- Emails or phone calls home to parents
- House point Penalty
- Individual behaviour charts (if appropriate)
- A letter of apology written by the offender and given to the injured party or persons.
- Extra tasks to fulfil at break times and/or for homework
- Non-participation in extra-curricular activity.
- Loss of privileges e.g. House Captain, School Council etc
- Ultimately, suspension or exclusion (see below)

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place in order to meet the needs of the individual pupil.

All staff will follow the steps and language below to manage unacceptable or inappropriate behaviour:

Step 1	Non-verbal	<ul style="list-style-type: none"> <li>• Stop and look or gesture to the child</li> <li>• Say 'thank you' once they are showing the correct behaviour</li> </ul>
Step 2	Reminder	<ul style="list-style-type: none"> <li>• I've noticed that...</li> <li>• Reminder of the rule/value expectation for...</li> <li>• This is what I'd like to see... (We would aim to prevent the behaviour escalating beyond this point)</li> <li>• Praise the child doing something positive</li> </ul>
Step 3	Last chance	<ul style="list-style-type: none"> <li>• I have seen...</li> <li>• This is your last chance to make a positive change</li> <li>• I need to see</li> <li>• If there is something you need to tell me or I can help with, now is the time to tell me.</li> <li>• The next time I have to speak to you will miss some break time</li> </ul>
Step 4	Consequence One	<ul style="list-style-type: none"> <li>• I can see that you have chosen....</li> <li>• You will now miss 5 minutes of your breaktime</li> <li>• Child may be moved to a different part of the classroom / playground</li> <li>• Restorative conversation with Teacher in break time</li> </ul>
Step 5	Consequence Two	<ul style="list-style-type: none"> <li>• You are now time wasting and still choosing ....</li> <li>• You will now miss 10 minutes of your breaktime</li> <li>• Child may need to be moved to another classroom to complete work</li> <li>• Restorative conversation with Teacher in break time</li> </ul>
Step 6	Consequence Three Time Out Headteacher	<ul style="list-style-type: none"> <li>• I can see that you are still making the wrong choice....</li> <li>• You will need to see the Headteacher and explain your behaviour....</li> <li>• The Headteacher is called and a joint restorative conversation is held</li> <li>• Sanction – 15 minutes playtime lost</li> <li>• Parents informed of behaviour and consequence</li> </ul>

#### Missed playtimes

Whilst parental consent is not required for a member of staff to impose a missed playtime, staff will take the individual circumstances of the child into consideration.

Missed playtime will provide an opportunity for a restorative conversation to take place and allow the child in question to understand the impact of their behaviour choices. They will be used as an opportunity to educate children on their behaviour and what may be causing negative behaviour patterns.

#### Time out

At any point, a child could move to another classroom and have 'time-out' where they do not face consequences, but can use the time to calm down or consider alternative behaviour choices. The school supports staff to manage behaviour within the classroom and time outs are reserved for behaviours determined disruptive and inappropriate behaviour. In class time outs are arranged by the class teacher and consist of the child being seated away from their peers whilst still allowing the child to access the learning.

A 'sent out' request could be issued where a child consistently fails to conform to behaviour rules. The 'time outs' occur in another classroom and then in the Headteachers office if the severity of behaviour requires a higher level of intervention. If an individual child's time in isolated 'time out' exceeds one hour across a half term or more than twice in one day, further intervention and support in the form of a behaviour plan will be implemented.

An incident record should be completed on CPOMS when a member of staff deals with a behaviour incident.

### **15. Managing incidents of unacceptable or inappropriate behaviour from playtimes**

The school encourages children of all ages to mix when possible and children are supported at all times to develop relationships with other classes. Staff supervising play/lunch time are responsible for supporting children in meeting our behaviour expectations. They should encourage children to resolve



incidents between themselves, using our school values and code of conduct as guides. See below Staff should report to class teachers where disputes have occurred, at the end of play time, as part of normal 'handover' conversations when children are collected from the playground. If an incident requiring a consequence occurs, the consequence should be given as soon as possible/appropriate, reported to the class teacher and recorded as appropriate.

A proactive approach is needed to prevent negative behaviour. To ensure this, it is vital that staff circulate and engage with children positively. Children should be redirected if a situation is becoming a problem, such as a game becoming heated. Use of 'walk with me' is useful to allow a child space to calm down and regulate, but also to allow them to observe other children playing appropriately. Staff can use this time to talk to the child about behaviour choices and showing school values in their play.

If negative or inappropriate behaviour continues, or the child refuses to accept the consequence given, staff on duty should send a child to contact the class teacher or Headteacher as appropriate.

If a child's behaviour is inappropriate, staff should follow the same steps as above. If a sanction of missed playtime is applied during lunchtime, the child/children miss time from the next day's lunchtime and not the first playtime.

**16. Restorative Discussions.**

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

All staff (Headteacher, Teachers, Teaching Assistants, Midday Supervisors and Office staff) are trained on the restorative approach to support our core Christian values. The restorative ethos seeks to empower children to gain the skills and confidence to manage their own lives and to contribute positively to their communities. It supports the 'offender' and the 'victim' to reflect on the impact of the behaviour and how to resolve any issues.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

Staff will ask these five questions when dealing with minor offences:

Both the victim (If there is one) and offender attend the restorative discussion and the following questions are asked:

<b>1. What happened?</b>	Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
<b>2. Who did this affect?</b>	Staff, pupils and others. Include others who witnessed the incident.
<b>3. How did it make you feel? How did it make them feel?</b>	How has the victim been affected by what you did? What each person was thinking and feeling at the time, before and since.
<b>What school rule or value was broken?</b>	What are the consequences?

<b>What needs to happen now to fix it?</b>	What do you think needs to happen to make things right/to repair the relationship? Does everyone agree? What support do you need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.
<b>How can we stop this happening again in the future?</b>	How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action need? Does the child need a reminder eg social story, visual/written plan of action etc?

### 16.1 How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum.

### 17. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Types of Bullying can include:

<b>Emotional:</b>	Being unfriendly, excluding, tormenting
<b>Physical:</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Racial:</b>	Racial taunts, graffiti, gestures
<b>Sexual:</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching
<b>Direct/indirect:</b>	verbal name-calling, sarcasm, spreading rumours, teasing
<b>Cyber-bullying:</b>	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy and Anti-Bullying child friendly leaflet.

### 18. Use of force

What is Reasonable Force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Schools may need to use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the behaviour log and reported to parents

### 19. Serious Misconduct

Other sanctions can be used for behaviours that are **NOT PERMITTED** in Hornead School.

A pupil will instantly be issued a more serious sanction for:

- Fighting
- Purposefully hurting someone physically
- Swearing
- Spitting at someone
- Purposefully damaging property that is not yours
- Theft

These sanctions will mean:

- House point penalty
- Whole of Lunchtime play missed
- Ultimately, suspension or exclusion (see below)
- Completion of behaviour reflection form
- Parents informed (\*) via telephone, school ping and/or a letter home. Parents are expected to respond to letters the next working day.

(\*) Parents may be required to attend a behaviour meeting

### 20. Behaviour Meeting

If a child at Hornead receives sanctions for serious misconduct, or their name is appearing on CPOMS frequently – therefore poor behaviours remain unchanged, a meeting will be called. The meeting will be held with parents, Headteacher, Class teacher and Special Education Coordinator (SENCO) as appropriate.

The result of the meeting will be:

- Behaviour targets set
- A home / school behaviour tracking system
- Sanctions to last over an extended period of time
- Individual sanctions may apply including: loss of play/lunch and withdrawal from learning with peers for a period of time.

### 21. Managing Behaviour over time:

The headteacher and SENCO monitor patterns of behaviour. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally, the class teacher retains responsibility for managing behaviour of children in his/her class. Strategies implemented by class teachers, teaching assistants and mid-day supervisors would include:

- Positive reinforcement through reminders of expectations in line with the values of the school
- Awarding House points and values hearts in recognition of compliance with school expectations
- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.

The headteacher's involvement will include:

- A formal conversation with the child when the child has had repeated reportable incidents
- A Pupil Voice conversation with child, parents and teacher to identify any hidden causes of behaviour
- Referral to Behaviour support team (Rivers) to identify possible strategies
- Issuing of consequences such as isolation from break times, lesson times or needing to go home

- at lunchtimes
- Creation of behaviour improvement plan and regular review meetings
- Liaison with SENDCO to discuss possible Special Educational Needs
- Liaison with external agencies for support
- Consideration of fixed term or permanent exclusion if all other strategies have proved unsuccessful

## **22. Support for Children with Special Education Needs**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage, using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and having regard to the Special Educational Need and Disability (SEND) Code of Practice. This includes any reasonable adjustments and support in relation to behaviour management that they need because of their SEN. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs & disability co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

All staff should be aware that for children with special educational needs and/or disabilities it might be necessary to adapt this policy to ensure that all children can benefit effectively from rewards, sanctions and strategies that are in place. This doesn't mean that we are being unfair – sanctions, including suspension and exclusions still apply to children with SEND, but we recognise that what works for one child, may not work for another. In these cases, class teachers would, where appropriate, explain the change of policy and rationale to the rest of the class.

## **23. Risk Reduction Plan**

A pupil requiring a risk reduction plan is at risk of fixed term exclusion. Advice from outside agencies will be sort at this stage.

A risk reduction plan will be drawn up by the child, parent, SENDCO, class teacher and Headteacher. The completed form will be shared with the Behaviour Support Advisor from the Hertfordshire Inclusion team.

N.B – whilst the Risk Reduction Plan is active, a child may be given tailored individual boundaries for expectations and behaviour.

## **24. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **25. Suspensions and Permanent Exclusion**

This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

At Hormead, we believe that children should remain in full time education and exclusion, whether fixed or permanent, will only be used as a last resort.

### **The headteacher's powers to use exclusion**

25.1. Only the headteacher of Hormead School can suspend or permanently exclude a pupil on

disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

25.2. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

25.3. When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

25.4. Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made.

25.5 Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider paragraph 45 of the Behaviour in Schools guidance.

## **26. Suspension**

26.1. A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool set out within our school's behaviour policy.

26.2. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

26.3. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

26.4. It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy.

26.5 The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

26.6. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases.

Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

26.7. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension

may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

## **27. Permanent exclusion**

27.1. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

27.2. For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. Paragraph 8 provides further guidance on utilising online pathways and the potential significance of SEND law.

## **28. Reasons for exclusions**

28.1. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

28.2. This list is non-exhaustive and is intended to offer examples rather than be complete or definitive. The Department collects data on suspensions and permanent exclusions from all state-funded schools via the termly school census. Schools must provide information via the school census on pupils subject to any type of suspension or permanent exclusion in the previous two terms.

## **29. Reintegration after a suspension or off-site direction**

29.1 Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction (see paragraphs 35 to 46). They should design a reintegration strategy that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

29.2 The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents.

29.3 Where necessary, schools should work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools team, to identify if the pupil has any SEND and/or health needs.

29.4 A part-time timetable should not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and



their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

29.5. Where a suspended or permanently excluded pupil is of compulsory school age the headteacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours.

29.6. These days are the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The headteacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session on the first day of the suspension or permanent exclusion.

29.7 If alternative provision is being arranged, then the following information must be included with this notice where it can reasonably be found out within the timescale:

- the start date for any provision of full-time education that has been arranged for the child during the suspension or permanent exclusion;
- the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- the address at which the provision will take place; and
- any information required by the pupil to identify the person they should report to on the first day.

29.8. If a child is suspended again following their original suspension, or is subsequently permanently excluded, the headteacher must inform parents and where relevant, pupil's social worker or local authority if the pupil has an EHCP, without delay and issue a new exclusion notice to parents and the social worker.

### **30. Informing the governing board about an exclusion**

30.1 The headteacher must, without delay, notify the governing board of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

### **31. Informing the local authority about an exclusion**

31.1 The local authority must be informed without delay of all school exclusions regardless of the length of the exclusion.

31.2 For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the headteacher must also notify the pupil's 'home authority' of the permanent exclusion and the reason(s) for it without delay. The headteacher must also inform the governing board once per term of any other suspensions of which they have not previously been notified.

31.3 Notifications must include the reason(s) for the suspension or permanent exclusion and the duration of any suspension or, in the case of a permanent exclusion the fact that it is permanent.

For more information, see the Hertfordshire Exclusion Guidance Supplement January 2023

### **32. Conclusion**

It is by accentuating the positive and dealing firmly and consistently with the negative that we will promote the values of respect, hard work and friendship amongst our pupils. We want our school to be

a happy environment, where learning can take place in a harmonious environment, and children enjoy coming to school because they feel safe and secure.

It is up to all of us, Staff, Governors and Parents to ensure that the children of Hornead are educated in a caring, friendly and orderly School. We strive to work together to ensure that we achieve these worthwhile goals.

### **33. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and full Governing Body every two years. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Governing Body every two years.

### **34. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy - (<https://www.gov.uk/government/publications/school-exclusion>)
- Safeguarding & Child Protection policy
- Anti-bullying,
- Computing
- Equality policy
- The Home School Agreement

## Appendix 1: written statement of behaviour principles

The Governing Body:

1. believes that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian values. In our Christian community relationships are based on these core values: love, kindness, cooperation; concern for the whole person; justice and respect for others. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start and reintegration programme for excluded pupils is a key part of the school's behaviour policy;
2. believes that dialogue with pupils, parents, carers and staff is important in developing the principles on which the behaviour policy is based and therefore this school will consult those involved with the school community, as appropriate, when the policy is reviewed and ensure that any impact on the home/school agreement is assessed;
3. aims to provide an environment in which all pupils and staff feel safe and secure;
4. believes that pupils learn by example and it is expected, therefore, that all adults in the school will be models of good behaviour;
5. does not tolerate violence, threatening behaviour, abuse or any form of bullying: all in the school community have a right to respect and an atmosphere which is conducive to learning;
6. has a zero tolerance of offensive weapons, alcohol and drugs in school and the misuse of the internet and mobile phones;
7. takes firm action against pupils or parents who harass members of staff on or off school premises;
8. will not discriminate against any pupil on the grounds of religion, ethnicity, gender, disability or sexual orientation;
9. promotes positive behaviour through active development of pupils' spiritual, social, cultural, emotional and moral sense;
10. sets clear expectations of behaviour through clear codes of conduct;
11. praises, supports and rewards good behaviour and improvements in behaviour, as appropriate, and provides a range of opportunities in which pupils can excel and be rewarded;
12. applies a wide range of sanctions fairly, consistently and appropriately, taking account of pupils' special educational needs, disability and the needs of vulnerable children;
13. ensures that all staff are given access to appropriate training, opportunities to share and develop their skills, are equipped to manage behaviour and are aware of any system of referral for particular types of behaviour;
14. ensures that all new staff are made aware of the behaviour policy;
15. ensures that the Headteacher and/or senior staff are highly visible at particular times of day to support staff and maintain a sense of calm and order;
16. uses commonly agreed teaching, classroom management and behaviour strategies;
17. ensures that parents are kept informed of their child's behaviour (good and bad) and that common ways of working together are explored to assist pupils in making improvements in their behaviour.

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full Governing Body every two years.

## **Appendix 2: Guidance for Teachers and Teaching assistants**

### **Managing Behaviour in the Classroom**

Essential to good behaviour management is the relationship between the class teacher and the children in the class. Good relationships and consistency with teaching assistants and visitors will enhance this.

The following points will support good behaviour management:

- Be organised and on top of things – *failure to prepare – prepare to fail*.
- Know and teach the school values – use these to praise and manage behaviour
- Be consistent in your expectations and reactions
- Talk quietly whenever possible to establish a calm atmosphere
- Raise your voice rarely and only for effect
- Mean what you say – don't make empty threats
- Try to be pre-emptive e.g in the way you seat children, by controlling movement around the room and school and by organising resources so that they are clearly labelled and available when needed
- Have clear routines that you have explained to children
- Be clear about jobs and responsibilities – display them for everyone to see
- Try to stay calm and positive at all times

### **Managing Behaviour in the Playground**

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 if the situation looks tense
- Follow the restorative approach to managing behaviour – listen to the child/children, expect them to resolve differences (wherever possible) on their own
- Move around the playground making sure that all areas of the playground can be seen by staff on duty
- Teacher must be ready to collect their class once the bell has rung.

Staff on duty at break time are expected to deal with minor incidents of inappropriate behaviour.

Use tactics like – 'walk with me' to allow children to calm down and to talk to them about the behaviour you want to see.

For more serious incidents, a child should be sent to collect the class teacher or Headteacher.

Any playtime incidents must be reported to the class teacher and recorded in the behaviour log kept in the staff room.

Appendix 3: Reflect, Repair and Restore sheet

Write or draw your answers

**Name:**

**Date:**

**Class:**

What happened? (tell the story)  
What were you thinking and feeling at the time?

**Reflect:** Who has been affected?  
What do you think other people were thinking and feeling at the time?

**Repair:** What could we do to make things better?  
What needs to happen? How can we make it OK for you and others? What might the others involved need?  
Sorry? What are you sorry for?

**Restore: What have** we have learnt so we can act differently next time?

Signed \_\_\_\_\_ (signatures of all involved completing the final section)