

HORTON PARK PRIMARY SCHOOL



Horton Park Primary
We Learn to Succeed

Behaviour Management Policy

Author: Headteacher
Review Date:
Checked and Approved: Governing Body
Date of Governing Body Approval:

Review date: Every Two Years

Horton Park Primary School
Behaviour Management Policy
School Mission Statement: 'We Learn to Succeed'

Reviewed Annually

Relevant School Aims:

1. All in our school community are valued and respected and continually learning.
2. All broaden their horizons and explore their opportunities so they can make positive life choices.

Rationale: In order to be effective in teaching and learning:

1. Our learners actively contribute to setting the school and class climate for learning.
2. Our learners know exactly what is expected in school.
3. These expectations are clear and precise.
4. The whole school approaches both good and bad behaviour consistently.

Principles:

1. School Life (our ethos) is positive and solution focused
2. Learners choose how to behave and we teach them to make good choices
3. Parents are partners in education and therefore behaviour
4. Every learner begins every day with a fresh start
5. Any negative behaviour is dealt with according to our policy
6. Our reward and sanction systems are inclusive and so are differentiated, when appropriate
7. The school takes appropriate action in relation to anti-social behaviour outside school
8. Other agencies are consulted appropriately

Aims for Behaviour: Including our 'Ways to be Brilliant' (i.e. 'Rules')

We succeed when:

1. We treat ourselves and others with sensitivity (Rule 1: We are kind and respectful)
2. We assess the risks before we make choices (Rule 2: We think then act)
3. We achieve our very best. (Rule 3: We keep on trying)
4. We allow the group/class to achieve as well. (Rule 4: We listen and act fast)
5. We tell the truth and ask before borrowing anything not their own
(Rule 5: We are honest)

Note re Rule 4:

This is because there are lots of us together at school and no one has to the right to waste someone else's learning time. However, it must be emphasised, by staff, that we think about whether we are being asked to do the right thing. (We are not encouraging 'unthinking' obedience, we teach the children to risk assess and safeguard themselves)

Policy Statements:

The relationship between teachers and pupils is based on mutual trust and respect.

Our behaviour management system and strategies contribute to the ethos and pastoral support which the school provides. Adults in school set a good example to pupils at all times.

Our 'Behaviour Management System' involves learners in reflecting on what they have done, why it was a mistake and what they can do to solve the situation now.

We are working with the children, and their carers, to help them to develop awareness of themselves in relation to others and the social consequences of their actions in school.

The management of behaviour is linked to the PSHCE curriculum. Particularly to citizenship: The Learner's contribution to school life can provide a rehearsal for their role in society.

Firstly we are aiming for conforming, socially acceptable behaviour that enables learning and the school to function harmoniously.

At the next level we are aiming for pupils to have understood the need for order in a social setting. Learners understand their contribution to 'What sort of school do I want to be in?'

Ultimately learners act out of a sense of awareness of themselves and others. They become sensitive to and caring of the needs of others and responsive to the opportunities to contribute to the school ethos.

The central part of our policy is that based on praise and rewards rather than those aspects that deal with rules and sanctions.

Systems must be operated consistently, but with flexibility to allow for individual needs.

Learners with social, emotional and behavioural difficulties are planned for with specific guidelines including their Individual Education Plan or (Behaviour) Support Plan targets and rewards but within the overall framework of our policy.

Exclusions

Social care procedures such as the Early Help process, including working closely with family members and the involvement of other agencies, are initiated to prevent exclusions if at all possible.

However it may be necessary to exclude a learner at lunchtime or for a fixed period with support from school, council guidance will be followed and only the Headteacher may make such a decision.

Removal may be considered as a last resort by the Governing Body in consultation with the agencies involved.

Management and Organisation and Teaching and Learning Approaches:

See detailed guidelines.

Use of Resources:

Stickers, personal points, stars etc. are used - see detailed guidelines.

Assessment, Recording and Reporting:

Detailed records are kept.

Parents are informed of good or improved behaviour and as soon as there is a problem.

Exclusion statistics and any other important developments are reported to management/Governors as appropriate. The school prospectus includes information on behaviour.

Monitoring and Evaluation:

Records are analysed re. Improvement or need for further additional help - as in SEND procedures. Behaviour slips are electronically collated and results monitored by management so individual or whole school issues can be ascertained.

Actual practice is monitored by management on a continuous basis. Feedback is given to staff and governors as necessary.

Roles and Responsibilities: See Guidelines.

Equal Opportunities:

All Learners are treated as individuals with their own needs and be respected.

Teachers monitor and are aware of the proportion of rewards/sanctions allocated to boys/girls and to different ethnic groups and to Learners with special educational needs.

SEND – see guidelines, learners not responding to rewards/sanctions must have a written review of provision and parents be informed of support being offered.

Consequences for Anti-Social behaviour Outside School

This is now a legal duty placed on all schools by the government. **In this school:**

1. Any complaint of anti-social behaviour will be investigated
2. It will need to be evidenced through statements
3. An investigation will be carried out including talking to all parties concerned
4. Parents will be informed and consulted as part of the investigation and then told of any sanctions applied
5. School sanctions will be used in relation to severity and frequency as for incidents in school
6. Outside agencies e.g. In-communities/police/Social Care/ESW will be consulted appropriately and parents informed about such referrals
7. Any threat to a member of our staff is a criminal action and will be reported to police.

Links with other School Policies:

This policy should be read with reference to all other school policies.

Review Process:

This policy and implementation is reviewed by the Headteacher in consultation with the staff.

Monitoring outcomes and evaluation information are passed to the Governing Body.

Horton Park Primary Anti-Bullying Policy

Relevant School Aim: All in our school community are valued and respected and continually learning.

Aims of this Policy:

1. To make sure that all learners treat each other with respect.
2. To make sure that all learners can take responsibility for what they see or hear around them.
3. To make sure that all learners understand what happens to bullies, in themselves, and to those who are bullied.
4. To make sure that any bullying occurring at our school is discovered, dealt with effectively, stopped quickly.

Procedure: What we do:

The prospectus states clearly that we want to know if there are problems for any child and we will act on what parents or learners tell us.

1. Teachers will watch out for signs of upset in learners.
2. Parents/carers are encouraged to tell us any concerns they have or that their child raises with them.
3. Classes will talk regularly about our expectations re. Bullying: what we want, what to do, the effect of bullying on the bully and the victim.
4. Staff will make sure that the learners, and parents, understand that we want to know about the journey to and from school as well.
5. Learners will be praised for sharing information about hurtful behaviour whether they were involved or just watching.
6. If a serious bullying incident is reported or if a series of minor bullying events are affecting a child then:
 - a). The learners will be sent to the headteacher with a written record from the adult concerned about the event(s).
 - b). The headteacher will record the events in a letter home. A copy will be kept in school.
 - c). The headteacher will make it clear to the bullying child that this is unacceptable and decide on a suitable sanction e.g. missing playtimes for a specific period.
 - d). The bullying child's parents will be asked to come and talk with the headteacher.
 - e). The headteacher will support the victim and ensure that their teacher, the rest of the staff and the lunchtime supervisors know to keep an eye on both parties.
 - f). The parents/carers of the victim will also be informed.
7. In the event of bullying continuing or being repeated by the same child:
 - i. The SEND procedures will be utilised quickly and outside agencies, that work with learners with social, emotional and behavioural difficulties, will be consulted.
 - ii. The parent/carer will be invited to work very closely with school
 - iii. Agreement for the bullying child to be in a small social group or go home at lunchtime or even exclusion during school time will be considered in line with local and government guidelines
 - iv. If a bullying incident of any nature has occurred, all schools are asked to complete the online [Sentinel Report](#) (BSO).

In the case of Racial Bullying or Harassment:

We will use the same procedure and the LA Racial Harassment Reporting Form will be filled in as well.

