



Behaviour Policy

Cycle:	1
Approved by the full governing (date):	
Approved by the Executive Headteacher:	
Approved by the Headteacher:	Sarah Steer
Last Reviewed:	March 2024
Next Reviewed:	Oct 2025

This policy aims to:

- Provide a consistent approach to behaviour management;
- Articulate our approach and ethos to achieving good behaviour
- Define what we consider to be unacceptable behaviour, including all forms of bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Horsted's Vision for all Children:

Horsted School is part of The Bluebell Federation, where everything, including behaviour, is driven by our shared mission statement:

'We all flourish from a wealth of learning experiences that positively impact on academic, physical and emotional success.'

Horsted pupils aspire to be STARS by displaying the following characteristics:



STRIVING



THOUGHTFUL



AMBITIOUS



RESILIENT



SUPPORTIVE

We want our children to leave Horsted being independent, well rounded and mindful of their own behaviour and how it impacts on others. We want all children to be respectful of each other, their own and others' property and engage in understanding and learning about how we are all different. We want children to learn the importance of having a positive attitude and developing very strong resilience to life's challenges. In addition, we want children to be emotionally literate – demonstrating excellent communication skills and manners. In order to achieve this vision our curriculum is layered in with positive behaviour teaching and learning opportunities:

Vision for Behaviour	Curriculum:
Respect:	SCARF PHSE Curriculum All adults modelling manners and respect Pupil adult conversations regarding children are positive Assembly programme for the year Maintaining and improving an inclusive and engaging environment with the children taking part
Positive Attitude	Assembly programme for the year P.E. curriculum specifically teaching resilience in all lessons Whole school docket towards house teams Weekly STARS certificate in assemblies Well done/dockets
Emotional Support	ELSA support where appropriate Play therapy Rocket Club SCARF lessons which focus on mental wellbeing

All of the above is addition to:

- We start each year with 'learning to learn' where we discuss expectations, rules and standards.

- By setting positive expectations in class and throughout the school through discussion with the children, and by displaying the rules for everyone to see.
- By developing positive relationships with parents and children, built on trust and mutual respect.
- By using children's learning and behaviour as positive role models at sharing times and through the PSHE curriculum.
- By sharing children's positive behaviour and attitudes to learning in our regular celebration assemblies.
- By giving plenty of praise where it is due, for good learning and behaviour.
- By giving, on balance, more positive than negative feedback to the children in our care. Any negative feedback is constructive and should lead to a learning opportunity.
- By keeping parents informed about good behaviour, particularly where there is an improvement.
- By recognising sustained good behaviour and improvements in behaviour.
- By recognising good learning and significant improvements in class, around the school, in the playground and in the dining hall.
- By all adults in the school acting as good role models.
- By staff keeping records in order to track patterns or issues in order to support the child in changing poor behaviour.

1. Legislation and Statutory Requirements:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

2. Definitions:

At Horsted we define misbehaviour in the following ways and will address these issues through a range of strategies and approaches:

Misbehaviour is defined as:

- Refusing to follow adult instructions
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Malicious accusations against staff
- Any form of bullying
- Child-on-child abuse
- Sexual assault/ harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are: (knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; e-cigarettes; fireworks; pornographic images; any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil))

3. Bullying

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

Bullying is, therefore:

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

Bullying can include:

Emotional: being unfriendly, excluding, tormenting

Physical Hitting: kicking, pushing, taking another's belongings, any use of violence

Racial: racial taunts, graffiti, gestures

Sexual: explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal: name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying*: bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**Please ask for our Policy for our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.*

4. Roles and responsibilities

The Governing Board:

The Bluebell Federation Governors are responsible for reviewing and approving the Behaviour Policy. They will review this policy in conjunction with the Executive Head Teacher and Head of School and monitor the policy's effectiveness, holding the Executive Head Teacher to account for its implementation.

The Executive Head Teacher and Head of School:

The Executive Headteacher and Head of School are responsible for the implementation and reviewing of the behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Executive Headteacher will also approve this policy.

The Senior Leadership Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff:

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents when required via CPOMs

The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents:

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support and uphold sanctions that have been put into place

5. School Rules

- We listen to each other
- We follow adult instructions
- We try our best and care about each other
- We look after our property and equipment
- We keep hands, feet, other objects and hurtful comments to ourselves
- We are kind and respectful to everyone.
- We walk around quietly and carefully in all areas of the school

6. Rewards:

- House docketts from Year R – 6 which equates to a certificate when docket milestones are achieved.

- Extra reward for class of the week with highest attendance.
- Head of School leads a Celebration Assembly for the whole school every Friday where STAR certificates are awarded.
- Head of School awards individual stickers for 'Mrs Steer's STAR' rewarding good work, behaviours and attitudes.
- Golden tokens are given as rewards by the EX HT, HoS and DHT. These have the value of 2 docket per token and are seen as the ultimate reward!
- 'Well dones' and docket KS2 STAR pegs and docket KS1, for children making progress in the lessons.
- 100% attendance certificates are awarded at the end of each term to those who have earned them.

7. Sanctions:

When children do not follow the rules the following stages are used in lessons and outside of lessons:

The children have 5 warnings,

1 warning – reminder to behave

2 warnings – reminder to behave

3 warnings – miss break time

4 warnings – go to the next-door class room for a set period of time with work to complete

5 warnings – a member of SLT to be consulted with the possibility of missing a lunchtime play.

There are many different scenarios with behaviour where staff will employ professional judgement, for example if a child is pushing another in class but has no warnings, staff decide that it is appropriate to escalate straight to 3 warnings.

If a child misses their break or has to be sent to the next-door classroom because of poor behaviour, the class teacher must:

- Consult parents
- Record incident which has resulted in sending a child to the next door classroom on our recording system CPOMs

Warnings for minor incidents are reset after lunchtime.

If a child has not completed enough work, an appropriate amount of learning catch up time (this is not a detention) can be given to the children at a break time.

Juniors - Children may be sat outside of the staffroom at lunchtime – this will only be employed if the child has reached their 3rd warning between break time and lunch time or repeated warnings about their behaviour has been ignored during break and lunchtime.

Infant lunchtimes

During lunch times, a child should first be given a time out – this can be a 5-10 minutes downtime sat on the wall. The class teacher must be informed at the end of the lunch that this has happened in the class behaviour book.

If the poor behaviour continues, the class teachers should be found and an appropriate consequence should be given.

Junior Lunchtimes

During lunch times, a child should first be given a time out – this can be a 5-10 minutes downtime stood by a wall facing outwards and towards the playground. The class teacher must be informed at the end of the lunch that this has happened in the class behaviour book.

If the poor behaviour continues, the Midday Meal Supervisors will discuss the behaviour with the Class teacher who will decide an appropriate amount of time that the children should sit outside the staffroom. In more serious events, or repeat occurrences, SLT will be consulted.

Internal Exclusion

Internal exclusions may be used where all of the above sanctions have been exhausted. This involves a child working in a part of the school for a set period of time with no interaction with their class mates either in the school building or on the playground. For example, a KS2 child might be sent to KS1 for the duration of the external exclusion and vice versa.

Internal exclusions will be recorded on CPOMs and parents notified.

Fixed Term Suspension

In extreme circumstances and often as a last resort, the Executive Headteacher and/or Head of School will decide to suspend a child from school. A child can be excluded for one or more fixed term periods for up to 45 days in any one school year. A child can also be permanently excluded for a one-off incident. It is possible for a fixed term exclusion to be transformed into a permanent exclusion, if the circumstances warrant this.

If a pupil is suspended the parents are informed immediately, with reasons given for the suspension and ask parents to collect their child with immediate effect. Parents will be informed of the length of the suspension after the senior leadership team have met to decide. The Executive Headteacher and/or Head of School makes it clear to the parents that they can, if they wish appeal against the decision to the governing body.

The Executive Headteacher and/or Head of School informs the LA and the Governing body about any permanent exclusion, and about any fixed term exclusions beyond 5 days in one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher and/or Head of School.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of governors. When the appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.

Parents **must** attend a reintegration meeting prior to their child returning to school.

8. Reasonable force

In July 2013, the DfE issued advice for Headteachers, staff and governing bodies over the use of reasonable force.

What is reasonable force?

The term "reasonable force" refers to a level of physical intervention necessary to prevent a student hurting themselves or others, damaging property or causing disorder. This "force" is generally used to control or restrain a pupil. A pupil may be controlled by passive physical contact such as standing between two pupils or blocking a pupil's path or active physical contact such as leading a pupil by the arm out of a classroom. Restraint may be used to physically hold a student back or to bring them under control and is typically used in more extreme circumstances.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force where necessary.

When can reasonable force be used?

Reasonable force can be used when, in a member of staff's professional judgement, it is necessary in order to prevent a student hurting themselves or others, damaging property or causing disorder. Each situation must be considered on the basis of the individual circumstances, but examples of situations where reasonable force can be used might include:

- Removing a disruptive student from a classroom where they have repeatedly refused an instruction to do so.
- Preventing a student behaving in a way that disrupts a school event or a school trip
- Preventing a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.

- Preventing a pupil from attacking a member of staff or another pupil
- Stopping a fight
- Restraining a pupil at risk of harming themselves through physical outbursts.

How should the use of reasonable force be recorded?

Any use of reasonable force should be recorded on a Positive Handling Form. These forms are available from the office or staffrooms. Once completed, the forms should be given to a member of the Senior Leadership Team.

9. Training

Our staff are provided with training on managing behaviour, including proper use of positive handling. Behaviour management will also form part of continuing professional development and induction process.

10. Searching a child

Only the headteacher and members of staff authorised by the headteacher have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (DSL or SLT member).
The Headteacher can authorise a search if:
The pupil agrees to the search, or the authorised staff member has 'reasonable grounds' (more on this below) to suspect that the pupil may have a prohibited or banned item (see the next section for definitions of these).

Under law:

The person carrying out the search must be the same sex as the pupil being searched. There must be another member of staff present as a witness to the search - they don't have to be the same sex as the pupil.

The only exception is if:

The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently and it's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available.

Headteachers and authorised staff members can search a pupil for:

- Any items with the pupil's informed consent
- Prohibited or banned items, with or without the pupil's consent

Prohibited items are:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

e-cigarettes

Fireworks

Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used to:

Commit an offence

Cause personal injury (including the pupil) or damage to property

This list is set out in The Education Act 1996 and paragraph 3 of the DfE's guidance on searching, screening and confiscation.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

11. Monitoring behaviour

The school records sanctions at all levels both during learning times and lunchtimes via an online cloud system called CPOMs. Weekly meetings take place which monitor behaviour incidents to ensure all policies and procedures are being adhered to consistently. Furthermore, the SLT are able to analyse the any incidents to ensure the policy is robust and effective. The Executive Headteacher and Head of School keeps a record of any pupil who is suspended for a fixed term or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure the policy is administered fairly and consistently.

12. After School Clubs

After School Clubs follow the same behaviour policy. We reserve the right to suspend a child from attending after school clubs for any period of time due to behaviour.

13. Monitoring Arrangements

This behaviour policy will be reviewed by the Executive Headteacher, Head of School and Governing Body annually. At each review, the policy will be approved by the Executive Headteacher.

14. Links with other Policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Policy

