



POLICY

Behaviour Policy





“We all flourish from a wealth of learning experiences that positively impact on our academic, physical and emotional success”

POLICY DETAILS

Policy Title:	Behaviour Policy
Version:	1.0
Date created:	Spring 2026
Purpose:	Provide a consistent approach to behaviour management
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POLICY HISTORY

Version:	Date:	Changes:
1.0	21/01/26	New policy template

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1. AIMS

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:



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 – Developing clear, calm classrooms that are consistent across the school – Uniform being a collective responsibility including PE uniform – Insisting on children lining up and walking through the school calmly and quietly
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-Dones”/Star Pegs
Emotional Literacy	– ELSA support where appropriate – Rocket Club – SCARF lessons which focus on mental wellbeing – FLO support – Insisting on daily morning/afternoon greetings to develop social skills and unity

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.

2. 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

3. 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)

4. 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 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.*

5. ROLES AND RESPONSIBILITIES

5.1 THE GOVERNING BODY

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

5.2 EXECUTIVE HEADTEACHER AND HEADTEACHER

The Executive Headteacher and Headteacher are responsible for the implementation and reviewing of the behaviour policy in conjunction with the Governing Body. 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.

5.3 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.

5.4 PARENTS/CARERS

Parents/carers 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

6. SCHOOL RULES

Through the use of school rules and our Character Values of Striving, Thoughtful, Ambitious, Resilience and Supportive in their daily actions, we guide children to make thoughtful choices. Children are taught what each value looks like in practice and are encouraged to reflect on how their behaviour aligns with them. They will regularly be asked to explain how they have demonstrated these rules/values, or to identify areas for growth and how they can improve.

- 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

7. REWARDS

- House docketts from EYFS – 6 which equates to a certificate when docket milestones are achieved.
- Extra reward for class of the week with highest attendance.
- Headteacher leads a Celebration Assembly for the whole school every Friday where STAR certificates are awarded.
- Headteacher awards individual stickers for 'Mrs Steer's STAR' rewarding good work, behaviours and attitudes.
- Golden tokens are given as rewards by the EXHT, HT and DHT. These have the value of 2 docketts per token and are seen as the ultimate reward!

- 'Well-dones' and docket KS2/ STAR pegs and docket KS1, are given for children making progress in the lessons.
- 5 star pegs/ "well-dones" are exchanged for 1 docket.
- 100% attendance certificates are awarded at the end of each term to those who have earned them.

8. 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, with the exception of year 6.

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.

Children may be sat outside of the staffroom/ headteachers office 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. Or there has been 1 or more dangerous incidents.

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.

Behaviour Plan

At our school, we believe that “We all flourish from a wealth of learning experiences that positively impact on academic, physical and emotional success.” In line with this mission, the school is committed to supporting every child in developing positive behaviour and social skills. Where a pupil requires additional support to manage their behaviour, an Individual Behaviour Plan (IBP) will be implemented. This plan will:

- Be developed collaboratively with the pupil (where appropriate), parents/carers, and relevant staff.
- Identify specific targets for improvement, strategies to support success, and any reasonable adjustments required.
- Outline clear expectations, rewards, and consequences tailored to the child’s needs.
- Be reviewed regularly to monitor progress and ensure it remains effective and appropriate.

The purpose of the Behaviour Plan is to create a safe, inclusive environment where every child can access a wealth of learning experiences and achieve academic, physical, and emotional success.

- See Appendix One

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 Headteacher 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.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of Horsted 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, the headteacher will consider whether suspension alone is an effective sanction for the pupil and whether appropriate strategies need to be put in place to address behaviour.

It is important that during a suspension, a continuation of education occurs. The Headteacher will 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 Academy. 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 and utilise online pathways should always be recorded as a suspension.

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 headteacher will always notify parents. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

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 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.

If a pupil is suspended, the parents are informed immediately, with reasons given for the suspension and are asked 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 Headteacher will make it clear to the parents that they can, if they wish appeal against the decision to the governing body.

The Executive Headteacher and/or Headteacher 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 Headteacher.

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.

9. 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 CPOMs

10. TRAINING

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

11. 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

12. 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 Teacher 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.

13. AFTER SCHOOL CLUBS/ HORSTED HAVEN (THE HAVEN)

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.

14. MONITORING ARRANGEMENTS

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

15. LINKS WITH OTHER POLICIES

- Exclusions Policy
- Safeguarding Policy

16. APPENDIX ONE: BEHAVIOUR PLAN



"We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional **success**"

Horsted School Behaviour Support Plan

Pupil Name:	Year Group:	Class:
Date of Birth:	Date Plan Starts:	Reviewed on:
Medical Conditions: SEND Needs:	Staff Working with Pupil:	
Challenging Behaviour:	Targets:	
Identified Triggers:	Identified Warning Signs:	
Function of the Behaviour: Escape ☐ Tangible ☐ Sensory ☐ Attention ☐		
Ways to Support Pupil to Meet Targets (Reduce/ eliminate triggers):		

Strategies for Positive Behaviour (How will you reward positive behaviours):
Script: (edit as appropriate) <u>When calm and able to listen. This will not work when is still in flight or fight mode and lashing out.</u> <u>At this point all you can do is keep safe.</u> • You are not making the correct/ safe choice Command given, followed by thanks. • You can either do instruction given, or do instruction given • Those are your two options. When you have done one then you can choose, his own choice. • I can see that you are, describe the emotion witnessed. You need to go to your workstation or I will take you to your workstation. <u>Lets</u> go. • This is your 1st chance... • This is your 2nd chance ... • This is your 3rd chance you need to sit here for a time out (use timer) • This is your 4th chance (call SLT)
Reactive Strategies (for keeping the child and others safe):
Support After an Incident (reducing anxieties):
Sanctions (child appropriate and when emotionally regulated):
Parent Name:
Parent Signature:
Date:

Review Record				
Date	Has the behaviour reduced in line with your planned outcome? Yes/No	Is the review in response to an incident? Yes/No	What adjustment have you made to the plan?	Name of person reviewing