

**Horsford  
Church of England VA  
Primary School**



**Behaviour Policy**

June 2023

## **Introduction**

This document is a statement of the aims, objectives and strategies for managing and supporting behaviour at Horsford C of E VA Primary School.

This policy will be reviewed annually.

In accordance with the aims and values of our school, this behaviour policy will set out how a positive and safe learning environment can be achieved.

The ethos of a school has considerable influence on the general behaviour of its children and to this end it is important that it is both understood by all concerned and regularly monitored and reiterated.

At Horsford C of E VA Primary School we have high expectations of both work and behaviour and consider that the interactions between staff and children, and children and children are crucial to realise these.

As we are committed to a united approach this policy was developed by the teaching staff in consultation with children, support staff, parents/carers and governors. It provides the essence of the types of behaviour valued, encouraged and promoted by the school.

## **Legal position of the School**

The legal position is that the Articles of Government lay down that the Headteacher shall be responsible to the Governors for the internal organisation, management and discipline of the School and that, subject to any specific Codes of Practice which the Local Authority/Children's Services may have the legal right to make, this includes the right to determine the disciplinary framework and the punishments used in the School. However, any policy also needs full implementation by all staff and the support of parents if it is to be effective and should therefore be determined by the Headteacher on the basis of an on-going dialogue with teaching staff and parents and within the framework of the statement of aims and philosophy which has been approved by Governors. The school acknowledges its legal duties detailed in the Equality Act 2010 and in respect of children with SEND.

## **Aims**

We aim to have a consistent approach to behaviour management and encourage children to become respectful and self-disciplined in the choices they make. We aim to achieve this by creating an ethos which reflects Christian values by using positive management strategies, therefore raising children's self-esteem and improving the relationships they have with others.

This should enable children to develop into effective learners and responsible citizens in the future.

## **Objectives**

- To promote good behaviour and follow agreed positive behaviour management strategies
- To provide clear rules for all to follow using a consistent approach
- To create an environment in which children feel safe and secure in a climate of mutual respect, whilst promoting children's wellbeing, moral, spiritual, social, cultural and emotional development
- To address unacceptable behaviour using a consistent approach
- To promote parent partnership when improving behaviour

## Positive Behaviour Management

We believe that to treat children positively, by praising them and offering encouragement for the things they do well, is the most successful approach to behaviour management. This does not mean that inappropriate behaviour is ignored, simply that the positive aspects of children's behaviour should be highlighted whenever possible.

Praise and encouragement is vitally important in developing children's self-esteem and should be meaningful and regular. This might mean being praised for working hard, being polite or showing consideration towards others. In our school this can happen in a variety of ways.

- Each child is part of a house (Sandringham, Blickling, Holkham and Felbrigg) where they can earn points for promoting the school rules. House points are counted up each week, with a winning house announced. The house cup is awarded at the end of each half term. The winning house for the whole year will receive a prize from the PTA.
- Each class has their own reward system which has been developed by the class teacher and their pupils.
- Staff and children can promote positive behaviour by celebrating their peers when they notice they are showing RESPECT (see RESPECT CODE poster – see **appendix 1**).

## School rules

All children have the right to be safe and the right to learn. In order to ensure these rights are fulfilled all stakeholders are expected to respect our school rules:

- **I will respect all people and property.**
- **I will listen and follow instructions straight away.**
- **I will be honest.**

## Unacceptable Behaviour

Unacceptable behaviour is recognised when children's rights to be safe and learn are not being respected and the school rules are not being followed. This varies from low level, disruptive behaviour to physical behaviour that may affect the safety, wellbeing or learning of other people at school.

### Unacceptable behaviour is managed in three stages (see flowchart appendix 4):

**Remind** – If a child does not follow the school rules, the adult will state the expectation required and why, without using negative language.

e.g. "You are now in "remind": Please listen whilst I am talking, so you understand the task"

When children are working in different groups throughout the day with different adults, it is the adults' responsibility to inform the child's class teacher if they put a child in "remind".

**Reset** – If the child continues to not follow the school rules, they will be asked to "reset their behaviour". They will be moved to a designated space in the classroom where they can reflect on their actions. The adult will speak to the child and remind them of their choices.

e.g. "You are now in "reset": Please come and sit over here. You have continued to talk which is not respecting the class. You have a choice now, to change your behaviour and complete the lesson or make

up the lost learning at lunchtime through a remove.” The adult will refer to the school rules when explaining why they have been put in “reset”.

Once the teacher feels the child has “reset their behaviour”, they can move back to their normal space after they have discussed their behaviour with a member of staff. Again, the adult must make sure they inform the class teacher if they move the child to “reset”.

**Remove** – If the child continues to not follow the school rules, the child will be removed from class. They will be issued with a “remove” card (**see appendix 2**) which outlines their behaviour choices.

e.g. “You are now in “remove”: You have continued to break the school rules and disrupted your own and others learning time. You need to go and speak to ....”

If a child causes harm to another child, adult or property they will be put in “remove” straight away.

This will be shared with parents at the end of the day in person or via phone call by the class teacher. The card will be sent home to be signed by the parent and returned to school. The child will then miss some of the following lunchtime to complete the work they have missed or to write a letter of apology or equivalent for their behaviour. KS2 will spend 25 minutes of their lunchtime doing this and KS1 will spend 15 minutes of their lunchtime doing this. If a child has been removed more than twice in one week, then they must be taken to the Head of School (or most senior member of staff on site) for further discussion.

All “remove” incidents must be logged on CPOMS by the class teacher and relevant staff alerted. All actions from the “remove” must be recorded including any follow up conversations with parents. Class teachers must ensure that “remove” cards are scanned in once they have been signed by the parent and uploaded to CPOMS.

Whilst unacceptable behaviour is addressed systematically and consistently, this is done respectfully.

When taking part in activities outside of school (trips, sporting events etc.) children’s behaviour is still expected to be of a high standard. Teachers will use their professional judgement in dealing with unacceptable behaviour at the time.

### **Repeated incidents of unacceptable behaviour (SEN and bullying)**

When children need focussed medium-term support for modifying their behaviour, the SENCO is informed and support is identified following guidelines set out in the SEN policy. Children will be given an individual behaviour plan to help support them. All staff will be notified of the specific arrangements for these children. Unacceptable behaviour is still dealt with, but in a way that is appropriate to the individual.

We view repeated unacceptable behaviour against the same children or the same child as bullying and this is dealt with following guidelines set out in the Anti-bullying policy.

Children rarely fight in school, more often it is a play fight where they become too involved. However, if an adult has to intervene and restrain a child, the school’s positive handling system is followed (**see appendix 3**).

### **Dealing with severe incidents**

We recognise that some children will experience difficulty in managing their emotions which may result in more extreme behaviour. During these times we are committed to working with the child, parents /

carers and external agencies to help them manage and improve their behaviour through the SEN Code of Practice.

When extreme cases of behaviour occur that put the child or other children at risk of injury the child should be removed from the situation. If this is not possible all other children should be removed from the situation in a quiet and calm manner. The situation should be resolved by a member of the leadership team. As all staff are committed to the safety and emotional well-being of children, physical intervention is only used as the last resort (**see appendix 3**).

Action for addressing severe behaviour incidents will be dealt with outside of the agreed sanctions for behaviour and sanctions will be agreed by the leadership team. Any sanctions will be shared with parents / carers. Behaviour that compromises the safety of other people or the child itself may result in either an internal exclusion, a temporary or permanent exclusion.

### **Positive Handling — Step On Approaches**

It is rare that the use of physical restraint will be required. However, in order to prevent harm to pupils, staff, property or learning, the governors have agreed 'The Use of Reasonable force' policy. In addition to this, where appropriate, staff involved with those children at risk of needing this kind of intervention, will have received 'STEPS' training.

### **Safe Environment**

It is the responsibility of all staff to ensure that the children in school have a safe environment to learn in. The wellbeing of all children is paramount and should be considered when dealing with any behaviour. All incidents should be managed in a calm manner ensuring that at no point any child feels threatened by any member of staff.

### **Racially motivated behaviour**

Horsford CE VA Primary School is committed to the equality of all children and staff and behaviour that is believed to be racially motivated will not be tolerated. Such incidents will be dealt with using the outlined procedures for unacceptable behaviour in conjunction with a member of the leadership team. All racially motivated incidents will be recorded separately in school and they reported to the LA under current guidance. Please see our Anti-Racist Policy for further details.

### **Bullying**

The school has an Anti-Bullying Policy. Any allegations of bullying will be investigated thoroughly and promptly. Confirmed incidents of bullying will result in the perpetrator(s) receiving an appropriate and proportionate sanction(s).

### **Children's Conduct outside the School Gates**

The school will give proportionate and appropriate sanctions for children's misbehaviour on the journey to and from school (Section 89(5) of the Education and Inspections Act 2006).

### **Further Sanctions**

Where appropriate, the Head of School, Executive Deputy or Executive Headteacher may wish to use sanctions other than those described. The chosen sanction/s would be proportionate to the behaviour incident. These sanctions could be:

- An unofficial internal exclusion.
- Prevented from attending a special occasion e.g. a school disco

- An official fixed term exclusion
- Permanent exclusion

**These sanctions may be applied for incidents such as:**

- Physical assault against a pupil or adult
- Verbal abuse/threatening behaviour against a pupil or adult
- Bullying
- Inappropriate use of social media or online technology
- Racist abuse
- Abuse against sexual orientation and gender identity
- Sexual misconduct
- Abuse relating to disability
- Use or threat of use of an offensive weapon or prohibited item
- Drug and alcohol
- Damage
- Theft
- Persistent disruptive behaviour
- Wilful and repeated transgression of protective measures in place to protect public health

**Procedures for Exclusion**

The school follows the government guidance for exclusions. The full guidance is published on the Department for Education website.

**Use of Reasonable Force**

What happens if a pupil complains when force is used on them?

Please see 'Dealing with Allegations of Abuse against Teachers and Other Staff' (statutory guidance from the Department of Education).

When an allegation of force is made by a pupil, key points to remember are:

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- The school must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- The Governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **Malicious accusations against school staff**

Where an allegation of abuse or misconduct is found to be fabricated the Headteacher will make a decision as to the appropriate sanction.

### **School Trips**

Our school has adopted the Educational Visits risk assessment procedures recommended by Children's Services. On rare occasions it may be necessary for individual children not to undertake school visits due to the risk to their safety and that of others.

The school recognises that the decision not to take a pupil on an educational visit can be a sensitive one. Where possible the class teacher should seek early advice about their concerns from the SENCO, Head of School, Executive Deputy or Executive Headteacher.

Early contact with parents/carers is important:

- Contact the parents/carers and arrange a meeting to explain your concerns.
- Explain why your concerns could affect participation in the educational visit.
- If appropriate (for example with children with behaviour difficulties) set up targets (linked to an LSP) that will address behaviour. Try to avoid making a reward the participation in the educational visit as this may be an abstract target with children with moderate SEND.
- Set up another meeting to review the progress.
- Take minutes of the meeting and send a copy to the parents/carers.
- Keep the SENCO, Head of School, Executive Deputy or Executive Headteacher informed of progress.
- It may be that a compromise can be reached with parents/carers that ensures that there is no longer an unacceptable risk to the child or others and allows them to participate in the educational visit; e.g. the child does not stay overnight on the residential visit but is present during the daytime. Try to explore these ideas but remember the safety of the children is our primary concern.
- Legal Services can also offer advice as can Children Services Educational Visits.
- The Executive Headteacher will make the final decision about a child's participation in an educational visit.

### **Screening, Searching and Confiscation**

The Executive Headteacher and authorised staff (Executive Deputy, Head of School and members of the Leadership Team) have a statutory power to search pupils or their possession, without consent, where they suspect the pupil has certain prohibited items:

- Knives, weapons, alcohol, illegal drugs and stolen items.

Children are not permitted to bring a mobile phone onto the school sites of Horsford Primary School. Only in exceptional circumstances, when written permission has been sought and granted by the Head of School, may a child bring a mobile phone into school. Please see the Mobile Phone and Electronic Devices Policy Statement.

For full guidance see 'Screening, Searching and Confiscation a guide for Headteachers'.

## Parent Partnership

Whilst we understand communicating and resolving behavioural incidents can be challenging and emotional, we are committed to working in partnership with parents to improve standards of behaviour at school. This starts through the home-school agreement parents are encouraged to sign when their child enters the school and continues through daily interactions between staff and parents.

We will report incidents of behaviour to parents once their child has reached the “remove” stage within the outlined sanctions (**see appendix 2**). It is important parents are reassured that by working together in partnership we can resolve issues more effectively and that the school does not make judgements on parents. When parents are invited into school to discuss their child, all staff have a responsibility to ensure this is carried out in a positive and non-threatening way.

Documents referred to in this policy:

- Exclusion guidance:  
<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>  
This includes advice regarding:
  - Removing pupils from a school site and the decision to exclude
  - Procedure for excluding a pupil: role of headteacher/teacher in charge
- Dealing with allegations of abuse against teachers and other staff – Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of Independent schools
- Screening, searching and confiscation - Advice for head teachers, staff and governing bodies
- Use of reasonable force - Advice for head teachers, staff and governing bodies

## Dissemination of Information and Review of this Policy

Children are made aware of this Policy through assemblies, PATHs sessions and PSHE lessons. The key principles are also supported by a number of events related to promoting positive behaviour, anti-bullying and citizenship.

The Executive Headteacher ensures that parents/guardians and all staff are familiar with the arrangements set out in this Policy Statement. An electronic copy of this Behaviour Policy is on the school website and a paper copy is available for perusal in the school, on request.





# Attitudes to Learning

**R**ESILIENT

Persevere or try a different way

**E**QUIPPED FOR LEARNING

Having the necessary equipment for school

**S**UPPORTIVE

Encouraging others

**P**UNCTUAL

Attending every day  
and on time

**E**NGAGED IN LEARNING

Demonstrating a thirst for knowledge and love of learning

**C**O-OPERATIVE

Working well with others  
and following rules

**T**RUSTWORTHY

Being honest



**School Rules**

I will respect all people and property.  
I will listen and follow instructions straight away.  
I will be honest.



# Behaviour Card

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

When a child makes a choice that breaks one of the school rules they are firstly reminded to follow them. Should they break a rule a second time, they are asked to move to a quiet space to think about and 'reset' their behaviour. If after they have reset, they break a rule a third time, the child is removed from class to speak to a member of the leadership team and receives this card to explain the behaviour choices they have made. As a consequence, the child will then miss 15 minutes of their lunchtime in Years R-2 and 25 minutes for Years 3-6 to complete the work they have missed.

## Remind

What happened for me to get a reminder today?

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## Reset

What happened for me to be asked to reset my behaviour choices today?

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## Remove

What happened for me to be removed from my class today?

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Signed: \_\_\_\_\_  
Child

Signed: \_\_\_\_\_  
Staff Member

## Please sign and return this card to school:

Please talk to your child about their behaviour and remind them of the school rules and expectations. If you have any concerns about your child's behaviour, at home or at school, please speak to your class teacher.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Year Group: R 1 2 3 4 5 6

## Physical Intervention Guidance

The school is committed to ensuring that all staff with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive behaviour, and only use physical intervention as a **last resort**, in line with DCSF and LA advice, and always ensuring minimal risk of injury to children and staff.

### 1. Talk and Warn

Whenever possible, situations involving potential conflict or confrontation should be talked through. Children obviously have to be in a receptive state for this approach to be successful. Staff who are present should be able to form a judgment as to the suitability of this approach.

### 2. Holding for security and to reduce anxiety where there is a potential for damage or danger, even if the child is not yet out of control nor a particular source of danger to themselves or others at that time.

This approach will be appropriate when the child is anxious or confused. There may be situations when holding in this way defuses or prevents an escalation to a more violent confrontation. It is important, therefore, to ensure that this approach is not interpreted as initiating aggression.

### 3. Intervention when a child presents a danger to themselves or others or, exceptionally threatens serious damage to property.

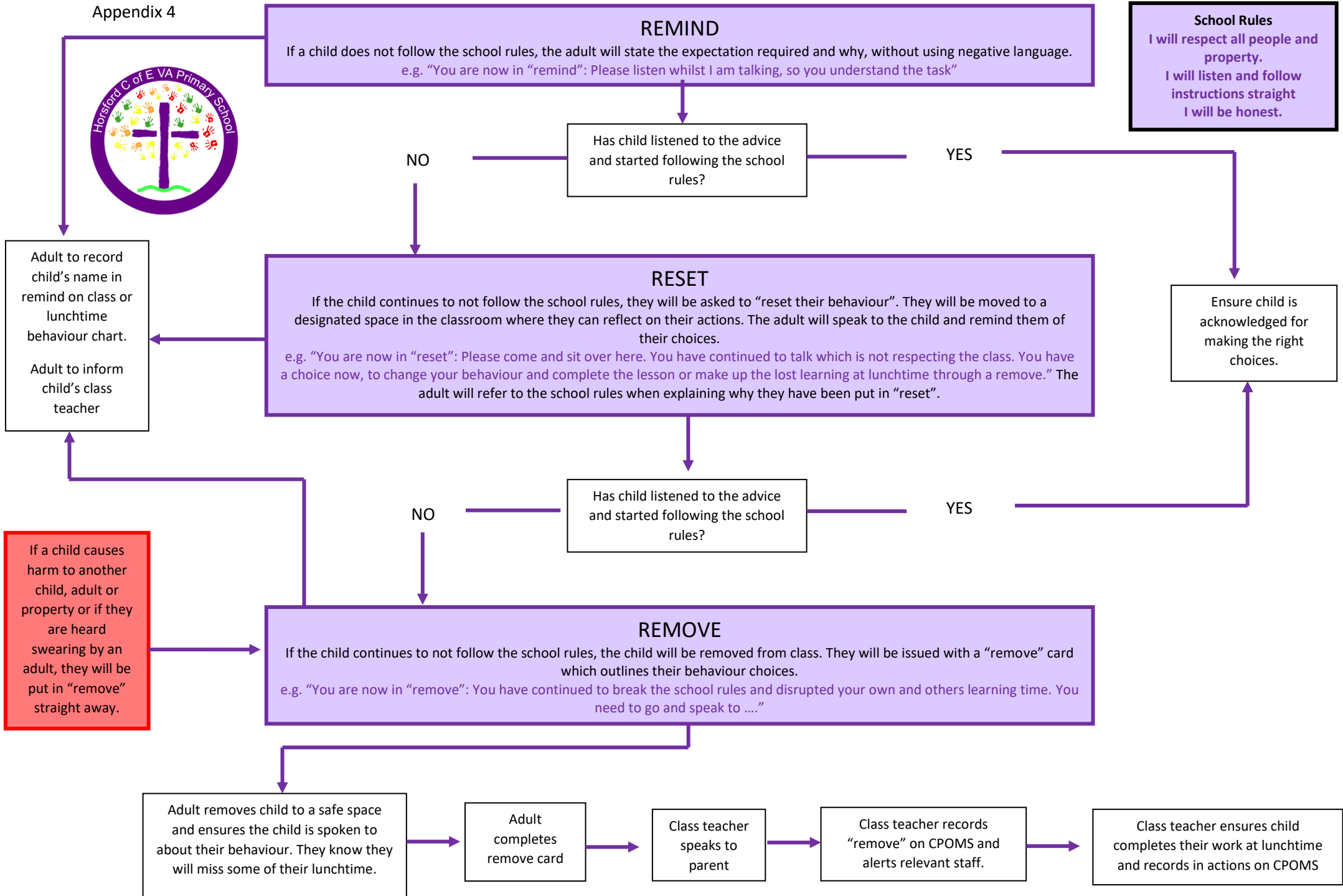
It may sometimes be necessary to intervene if a child is out of control and their behaviour poses a real danger to themselves or others. **This will involve the combined efforts of more than one member of staff.** Approaches that are considered reasonable include:

- physically interposing between children;
- blocking a child's path;
- holding (this is taken to mean only the sort of hold a reasonable parent might use). It does not refer to specific techniques of physical restraint which are not used in our school;
- pushing / pulling (the only form that is appropriate, other than as a last resort in cases of immediate risk to life or of serious injury, would be where reasonable force was used to resist someone's movement, rather than the kind of forceful push/pull that could cause a child to fall over with unpredictable results);
- leading a child by the hand or arm; and
- shepherding a child away by placing a hand in the centre of the back.

### 4. Audience control

Since it is well established that a child's poor behaviour is often adversely affected by the presence of an audience it will generally be helpful to remove the audience or, if this is not possible, to remove the child in question from the audience. **Under no circumstances should this result in a child being taken into a closed room by a single member of staff. Another member of staff should be present or the door left open so that others are aware of the situation.**

Appendix 4



**School Rules**  
 I will respect all people and property.  
 I will listen and follow instructions straight  
 I will be honest.

Adult to record child's name in remind on class or lunchtime behaviour chart.  
 Adult to inform child's class teacher

If a child causes harm to another child, adult or property or if they are heard swearing by an adult, they will be put in "remove" straight away.

Adult removes child to a safe space and ensures the child is spoken to about their behaviour. They know they will miss some of their lunchtime.

Adult completes remove card

Class teacher speaks to parent

Class teacher records "remove" on CPOMS and alerts relevant staff.

Class teacher ensures child completes their work at lunchtime and records in actions on CPOMS



# School Rules



I will respect all people and property.

I will listen and follow instructions straight away.

I will be honest.

