



## Horton Kirby Church of England School Behaviour and Inclusion policy

### Aims

This policy is guided by our four Christian values: respect; responsibility; resilience and reflection. Horton Kirby Primary School is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community, where we value all children, regardless of need, ability, race, gender or wealth. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.

Good behaviour has strong links to effective learning and is vital for pupils to carry with them both during and after their school years. Children and adults are expected to exercise self-discipline, to respect the rights of others and treat all with courtesy and respect.

### School Rules

These are displayed around school and within classes (in the form of poster in appendix 1). They are discussed regularly in class and in collective worship.

- 1) Be equally kind and respectful to everyone at all times.
- 2) Treat all property and the school environment with respect. Walk around the corridors and stairs safely and quietly.
- 3) Take responsibility for yourself at all times:
  - Be the best version of you
  - Be organised
  - Wear correct school uniform
  - Attend school regularly and be on time

All members of the school community work towards the school aims and ensuring the school rules in the following ways:

- All adults in school lead by example, meaning that all staff and volunteers act responsibly and professionally, treat each other with respect and never denigrate pupils. Teachers do not shout at pupils.
- Children are supervised appropriately at all times.
- Fair and consistent behaviour strategies, steps, rewards and restorative approaches are used throughout the school.
- We encourage and recognise positive behaviour and good examples of rule following or displaying school values by daily worship.
- We teach good behaviour through restorative approaches.
- We provide opportunities for children to reflect on and discuss and contribute to good behaviour in collective worship by planning their own plays/presentations and through weekly circle time discussions, which address current concerns.
- We treat all children and adults as individuals by respecting their rights, values and beliefs.
- We foster strong and positive relationships with children and between children. We work in partnership with parents/carers to ensure expectations are clear so they can be reinforced.
- The school deals swiftly and appropriately with accusations and incidents of violence, bullying, racism and all forms of prejudice.



### Steps to achieve positive behaviour

- **School rules** are displayed in each class and are discussed at the beginning of each term. Each class discuss and agrees what they look like and how they fit in their classroom.
- **Rewards** are given to draw emphasis to positive behaviour and expectations. These are through 'class dojo' points which turn into house points. These points are displayed prominently and there are rewards for very specific actions such as 'good organisation' 'getting changed for PE quickly.' Weekly and termly certificates are given out for displaying the school values and good attendance. Classes with 100% attendance for the week get a 'non-school uniform' day, while children are also rewarded for making noticeable improvements with their attendance.
- **Weekly class circle times** are opportunities for the class to bond, have fun and play social skills games, which reinforce good behaviour. Also, during this time children can discuss any things that bother them including conflict with their peers and resolutions/agreements are sought at this time.
- **Lunchtime Nurture Group** is run for children who may be struggling with their playground behaviour, who find friendship groups difficult or the playground too hectic. Social skills games and activities address the issues that they may be facing and the aim is to re-integrate them into the playground.
- **Restorative Approaches** are used during sanctions. A 'restorative meeting' sheet is used, partly as a record, but also as a prompt for them to reflect on their choices and plan future steps. This is discussed with an adult and the adult will record the child's thoughts.

### Sanctions

Our emphasis is always on encouraging positive behaviour, however there is a consistent and formalised system for dealing with behaviour contrary to the school rules.

- Warning about behaviour/ reminder as to why it is inappropriate ('30 second interventions')
- Time out in class/playground – in playground, walk around with adult for 5 minutes, having a restorative discussion.
- Time out in partner class for a 5 minute period (with their work to complete if possible). Inform parents via see-saw or on playground.
- Missing break or part of lunch. Restorative discussion of behaviour with adult and completion of 'Restorative Meeting Sheet.'
- Discussion with parents for continuous negative behaviour after above sanctions have taken place, either by phone or in person.
- Use of Lunchtime Nurture Group (although some children are in this club voluntarily, so this is more of a strategy, rather than a sanction)
- Report Card – shared with parents, concluded by an 'off report' restorative meeting with SLT member and teacher to agree expectations for the future
- Formal Meetings with parents involving SLT.
- Personal Support Plans (alongside referrals to Early Help).
- Internal Exclusions.
- Fixed Term Exclusion.
- Permanent Exclusion.

See the school's Exclusion Policy for information regarding the last 3 steps, which are last resorts and reserved for consistently poor behaviour and extreme examples of breaking school rules.



### Records

Records are kept on the 'Behaviour Incident Sheet.' These are for repeated or more serious breaches of the school rules. 'Think Again Sheets' are also used as a record, and senior members of staff keep a written log of incidents that need investigation. In these instances, children sometimes write down what they saw/heard. All these records are kept in the Behaviour File. Where Personal Support Plans are needed, these are kept on computer file and are updated by a designated case worker, who will be one of the 3 Safeguarding Leads – Headteacher, Deputy Headteacher or Inclusion Lead.

We are aware of the challenges some vulnerable pupils may face. Staff are trained in behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority. For consistent poor behaviour class teachers and case workers will keep a written or computerised log of all incidents as evidence for the need of more serious steps needed.

### Behaviour Outside School/Safer Internet

Pupils' behaviour outside school – for instance on school trips, journeys and sporting events – is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

For instances of 'cyber bullying' such as inappropriate and unkind texting or messaging on social media, we encourage children and parents to inform us of this when it happens. We will inform parents if they do not already know. We cannot impose sanctions on this if it happens outside of school, but we will support children and families by discussing it in school, seeking resolution and reminding children of safe internet/social media practise.

### Parents and carers

Parents and carers play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents and carers sign the home-school agreement to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring children are in school and on time, appropriately dressed, rested, and equipped – will encourage them adhere to school rules and procedures.

We ask parents and carers to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unsettled behaviour. We ask that parents and carers be prepared to attend meetings at the school with staff or members of the senior leadership team to discuss their child's behaviour and to adhere to any parenting contracts put in place.

We also expect that parents/carers conduct themselves with respect when communicating to staff, whether in school or via the 'See Saw' app. We have a zero tolerance policy towards aggressive or abusive behaviour from parents – please see our 'Staff Protection Policy' where this is outlined further.

### Policy Communication

This policy can be viewed on our website and is available from the school upon request. The expectations for behaviour in it are communicated in the home school agreement, which all parents sign. It is written in consultation with all staff and Governors.

**Reviewed: September 2021**



# **THIS IS WHAT WE DO HERE**

Our school Christian Values are Respect, Responsibility, Resilience and Reflection. We hold these values dear and expect everyone in school to live by them. From these values come 3 school rules which cover a lot of positive behaviour, attitudes and British Values. We would expect that these are actions that we can all live by wherever we are, but it is especially important we display this behaviour in school at all times:

## **SCHOOL RULES**

- 1) Be equally kind and respectful to everyone at all times.
- 2) Treat all property and the school environment with respect. Walk around the corridors and stairs safely and quietly.
- 3) Take responsibility for yourself at all times:
  - Be the best version of you
  - Be organised
  - Wear correct school uniform
  - Attend school regularly and be on time

**In short:**

**RESPECT EVERYONE, RESPECT THE SCHOOL, BE RESPONSIBLE**



## Horton Kirby School Sanctions

**If you are not following the school rules, these are the steps that will be taken.**

1. A warning about behaviour and peg moved down one space to yellow.
2. Time out in class or calm corner. Peg moved down to amber. If in the playground, walk around with adult for 5 minutes, having a restorative discussion (should then be no need for peg now being moved down).
3. Time out in partner class for a 5 minute period. Peg moved down to red. Peg goes back up to 'ready to learn' once time out completed. Your parents will be told about this.
4. If poor behaviour continues after this missing break or part of lunch. Restorative discussion of behaviour with adult and completion of 'Restorative Meeting Sheet.'
5. If poor behaviour carries on over time, we will meet with your parents and the Head or Deputy Head Teacher. If your play-ground behaviour is often poor, then you may be told to go to lunch-time nurture group.
6. If poor behaviour does not improve after the above steps, you may have to go on a report card.

Sometimes teachers may have to jump steps, depending on the situation.

(EYFS do a version of the above, within their setting, i.e. the same but without the partner class time out)



## PARTNER CLASSES

**EYFS** – no partner class; within setting time out.

### **KS1**

Holly into Fir

Fir into Pine

Pine into Holly

### **KS2**

Partner Classes – Pairs of classes below use each other for time outs.

Willow – Ash

Cherry – Redwood

Oak - Sycamore