



'Flying High'
Working Together to Build a Successful
Future for All

Behaviour & Expectations Policy

Updated October 2020



Working together to build a successful future for all

Hornbill School's Mission

Our values led, multicultural school promotes a happy, safe & caring environment that is committed to helping all children experience success, whatever their background or abilities. Our children build their learning power as part of a learning community in which they all become resilient & self-assured whilst achieving the highest standards on all they set out to do. The health, safety and wellbeing of every child is our paramount concern.

Building Learning Power

Hornbillers are caring, courteous citizens of Hornbill School who are powerful learners because of their: **curiosity, creativity** and **courage** and their **reflective, resilient** and **energetic** ability to **communicate** and **explore**.

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including 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**.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) from the documents:

- **Behaviour and discipline in schools.**
- **Searching, screening and confiscation at school.**
- **The Equality Act 2010.**
- **Use of reasonable force in schools.**
- **Supporting pupils with medical conditions at school.**

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- 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.
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

3. Principles and Expectations

At Hornbill School, we believe in providing a safe, welcoming, happy and well-ordered school environment in which children can learn effectively and reach the highest standards of which they are capable. The following statements form our expectations of children's behaviour while at Hornbill School:

- We believe that children's behaviour towards, and respect for, other young people and adults should include the freedom from bullying and harassment. We strive to ensure that our children are free from all forms of cyber bullying and prejudice based comments relating to education needs, sexual orientation race, religion and belief.
- We encourage all of our children to demonstrate our 12 core values:
 - **CARE** and **CONCERN** for the safety and well being for each other and our school;
 - **COURTESY** and respect towards all people in school;
 - **CONSIDERATION** and valuing of others;
 - **CO-OPERATION**, accepting the contribution and collaboration of everyone builds success for all;
 - **CREATIVITY**, innovation and **CHALLENGE**, having the **COURAGE**, **COMMITMENT** and **CONFIDENCE** to make a difference;
 - **CELEBRATION**, to value our own achievements as well as sharing the success of others;
 - **CITIZENSHIP**, to appreciate the different values and cultural differences that make up our world, and make children aware of their place within a global community.

- We believe that the partnership between home and school plays a vital role in ensuring that we provide the very best education, environment and example for all our children. Partnership with parents and children underpins all that we do.
- We believe all members of the school community should be equally valued and at the same time have an equal responsibility and part to play in helping our children to develop into independent, responsible and caring individuals.
- We believe that a whole school approach to discipline is the only successful means of achieving a good behaviour code in the school. The implementation of this approach has involved children, parents, all staff and the School Governance Committee (SGC).
- Our behaviour code and practice is closely related to principles set out in our PSHE, Values, SMSC, and Safety Policies.
- At the beginning of each academic year children and class teachers write a Class Charter to support in classroom behaviour management.

4. Principles and Expectations - Foundation Stage

In addition to the school aims and principles, there are a small number of guiding principles and expectations particularly relevant in the Foundation Stage which all children are taught to accept at an early age. Children joining the Foundation Stage will have had many varied social experiences in their lives so far. We recognise that learning to function in a new group can be a slow and difficult process for some children. Personal and Social Development is an essential part of the Foundation Stage curriculum. We expect:

- Children to learn to accept that there are boundaries to behaviour which have been decided by adults other than their parents, and that they may be different from those in place at home.
- Children to listen carefully to adults in the Foundation Stage and respond appropriately to requests.
- Children to be polite to adults and to each other.
- Children to understand that fighting is not accepted in the Foundation Stage (this includes fighting in role-play situations). Children are encouraged to tell a member of staff if something has upset them and not to retaliate. The adult will then try to show children other ways of resolving differences.
- Gun play / weapon play in the foundation stage has its own separate policy.

5. Definitions

The following terms are to be used when discussing or classifying behaviour of children at Hornbill School. The list is not conclusive but serves here as a starting point:

5.1 Low Level Disruption or Misbehaviour is defined as:

- Any disruption of the normal day to day routine within a classroom;
- Disruption in lessons, between lessons, at break time or on trips / visits;
- Non-completion of classwork or homework;
- Poor attitude towards learning;
- Poor attitude towards the school's values and aims;
- Poor attitude towards other pupils or members of staff;
- Wandering around in work time;

- Not clearing away properly;
- Calling out;

- Mild irritating of others;
- Carelessness;
- Running, instead of walking around the building;
- Swearing. *Please note that in the Foundation Stage, children may be unaware that the words they are using are offensive, and are therefore told that a particular word is not one that we say at Hornbill School, even if it is one that they have heard in the street, on the television or at home;*
- Incorrect uniform;
- Answering back or rudeness.

Examples of unacceptable low-level disruption or misbehavior:

- Name calling – which is not acceptable at any time;
- Running inside the classrooms or around the reflection garden;
- Shouting. No-one shouts at Hornbill School unless it is part of a lesson or to provide a warning such as danger. *Adults would only be expected to “shout” in an emergency, or to prevent an accident;*
- Tables are not for sitting or standing on, by children or adults, and not for hiding under. *There are opportunities for safe climbing and hiding in outside play;*
- The spoiling of other children’s possessions and equipment;
- The spoiling of another child’s work.

In most cases, we can deal quietly and effectively with **Low Level Disruption** or **Misbehaviour** and without recourse to any specific procedure. We recognise the need to reward the general good behaviour of our children.

5.2 Serious Misbehaviour is defined as:

- Repeated breaches of misbehaviour (listed above);
- Repeated breaches of the school rules;
- Any form of bullying;
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- Vandalism;
- Theft;
- Dangerous Play;
- Throwing things with an aim to cause damage or to hurt someone;
- Fighting;
- Leaving the school premises without permission;
- Misuse of equipment e.g. scissors;

Guidance for staff in dealing with Serious Misbehavior is detailed in a separate section of this policy.

6. Definitions - 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.

Bullying is, therefore:

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

6.1 Bullying can include:

Type of bullying	Definition
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

6.2 What makes a child a bully?

Bullies are not born they evolve over time. This is why the school ethos sets out to reflect positive support and development for all children.

6.3 What makes a victim?

Any child can be bullied however there are certain risk factors, which make the experience of bullying more likely. They include:

- Lacking close friends in school;
- Coming from an overly protective family environment;
- Being a provocative victim – a child who behaves inappropriately with others, barging in on games, or being a general nuisance;
- Natural shyness;
- Being from a different racial or ethnic group from the majority;
- Being different in some respect from the majority;

- Having some form of educational needs – more or less able.

None of the characteristics above can excuse allowing any child to be bullied.

6.4 Everyday behaviour becomes bullying when:

- The safety and happiness of pupils is affected – pupils may become miserable, suffer injury, and are unhappy about coming to school. Over time they lose self-confidence and self-esteem. Some may blame ‘themselves’ for inviting bullying behaviour. They may be reluctant to go out to play or stay close to an adult supervising.
- Educational achievement is affected – the unhappiness of bullied children is likely to affect their concentration and learning. Some children will avoid being bullied by not coming to school.
- Out of school behaviour is affected - the child may be afraid to walk home on their own, afraid to play in the neighborhood, be withdrawn or aggressive, tearful and overly-sensitive.

6.5 Staff need to:

- Be alert to the possibilities of bullying at all times.
- Be constantly talking to all the children in the class about the dangers of bullying and what to do about it – don’t wait until Anti Bullying / Friendship Week.
- Emphasise that penalties for bullies will be very serious.
- Tell children to always report bullying to an adult, including threats (inside or outside school).

In dealing with cases of bullying and when appropriate, a letter will be sent to the child’s parents, giving a time of appointment to discuss their child’s behaviour with the Headteacher, Learning Phase Leader and if appropriate the Class teacher. A pastoral support plan (PSP) should be agreed. Example of behaviour support plans can be found in Appendix 4.

Bullying, both verbal and physical, will not be tolerated at Hornbill School

7. Bullying - Guiding Principles for all Staff

- All pupils have the right to feel safe and secure. They need to feel free from any threat of bullying and to know where to go and to whom to tell if bullying occurs.
- All complaints of bullying will be treated seriously and will be acted upon in accordance with practice that has been agreed upon by the whole school community (LSCB).
- No complaints of bullying will be regarded as ‘telling tales’.
- We will act promptly when bullying occurs and records will be kept of all incidents for a limited time.
- Wherever possible and when appropriate we will develop pupils’ understanding of what is meant by bullying and an awareness of issues relating to bullying through the curriculum.
- Assemblies will be used, where appropriate, to reinforce the fact that bullying will not be tolerated.
- All members of the school community will be informed what to do and who to go to should they observe incidents of bullying or have it reported to them. There is a designated section on our website to support parents understanding of what bullying is and how we deal with issues over bullying.

- Adults can be bullies too - Staff will ensure that they provide good role models for pupils in their everyday work with colleagues and pupils.

It is important to follow up every case of potential bullying and it will be necessary for the teacher / adult involved to use the record sheet (see appendix 3) to record incidents of bullying. The record sheets are a useful way of monitoring and evaluating the preventative measures and intervention strategies that the school has in place. The record sheets need to be sent to the Headteacher where they will be kept safely for one school year.

At Hornbill School will always:

- Support children who are being bullied;
- Help bullies to change their behaviour;
- Take bullying seriously, and find out the facts of an incident by:
 - Meeting those concerned individually;
 - Using peer pressure to actively discourage bullying;
 - Involving parents at an early stage;
 - Helping children develop positive strategies to cope with aggression in other pupils;
- Be equally concerned about bullying on the way to and from school;
- Record incidents of bullying in a consistent way that allows for monitoring of behaviour;
- Discuss with, and involve children in agreed class and school expectations regarding behaviour;
- Request help from support services where necessary;
- Involve the police / RMPs where necessary;

8. Roles and responsibilities

8.1 School Governance Committee.

The School Governance Committee is responsible for reviewing and approving the behaviour and expectations policy in conjunction with the Headteacher. They will monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour and expectations policy in conjunction with the SGC, giving due consideration to the school's Code of Conduct. The Headteacher will also approve this policy.

The Headteacher 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.

8.3 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 (see appendix 1 for a behaviour log);

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

8.4 Parents

At Hornbill School, we believe that good behaviour only exists if there is a 3-way partnership between school, parents and pupils. This belief underpins our behaviour management strategies.

The responsibilities of the school

To teach effectively, and to set the highest standards in work and behaviour.
To give opportunities for children to develop their individual strengths.
To care for each child as a good parent of a large family.
To help children to make a contribution to the community and the environment.
To encourage regular communication between home and school.

The responsibilities of parents

Support their child in adhering to the pupil code of conduct.
Inform the school of any changes in circumstances that may affect their child's behaviour.
Discuss behavioural concerns with the class teacher promptly.
To make sure that children come to school regularly, on time, and in school uniform, refreshed, alert and ready to work;
To support the children's learning by taking an interest in their work;
To support the authority of the school particularly in matters of discipline;
To support actively their children's use of leisure time, activities and entertainment.

The responsibilities of the children

To come to school on time, prepared for the day, and ready to work.
To behave with courtesy and consideration towards others in the school.
To seek help from the teachers or other adults if problems arise.
To take an active part in their own education – sharing in planning, setting of tasks, and review of achievement.
To gain independence in their learning to make their own next steps.
To support their fellow peers.
To work hard at all times and be the best they can be.

9. Class Expectations

- Each class will determine its own expectations where appropriate, which will reflect that behaviour expected by the school and which is shared with the school during the yearly development of the School Charter.
- The class expectations and routines will be negotiated with the children themselves.
- The class expectations will be clearly displayed and referred to.
- Children will be reminded frequently about the expectations and why they were made.
- Expectations need to be kept short, simple and realistic. Always focus on the positive behaviours.
- Expectations, rewards and consequences will be “revisited” at the beginning of each term and whenever necessary throughout the year.
- Specific Classroom Behaviour Expectations includes:
 - Care and respect in our classrooms
 - Picking up anything on the floor.
 - Putting chairs neatly under the table when we have finished.
 - Children will assume an appropriate position for work. This includes:
 - On the floor, they will sit cross-legged or similar.

- Working at a table, they will sit “square on” and upright.

- Being dressed suitable or appropriate work environment. This includes:
 - Indoor shoes to be worn in the classroom and main hall.
 - Wearing of art aprons for art/DT work or messy play.
 - Appropriate P.E. kit or swimming attire for P.E. and swimming lessons.

- Basic Politeness is expected at all times in Hornbill School. This includes:
 - Saying please and thank you, i.e. good manners at all times.
 - Waiting.
 - Taking turns.
 - Listening.
 - Sharing well.

10. Specific Expectations Outside the Classroom Environment

When approaching/leaving school, we ask children to:

- Walk, taking care to respect other people;

- Cross the main road using the zebra crossing;

- Always go straight home if unaccompanied;

- Respond to all adults within in the school environment politely and appropriately.

When moving around the school, we ask children to:

- Walk quietly, not disturbing other classes or groups;

- Take care when approaching corners, using doors and wiping feet when coming in from outside.

On the playground, we ask children to:

- Play purposefully, with care and consideration for others;

- Run only when it is safe to do so;

- Play with equipment or special games (e.g. football) only in designated areas.

11. Pupil Code of Conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

12. Rewards

At Hornbill School, we look for opportunities to praise and reward children as a way of installing good behaviour. We don't just award children for good for academic achievement but also for positive attitudes, effort, care and kindness towards each other. Hornbill School uses a personal system of positive reward to support this.

12.1 The Star Achievement Awards (see Star Award Policy).

The aims of these award system are:

- To help children achieve their potential by striving towards set personal targets;
- To promote positive attitudes and high standards in behaviour and work;
- To encourage all children to be respectful of, and care about needs of others;
- To enable adults to acknowledge effort and high standards of work and behaviour;
- To enable adults to acknowledge the child's good work or achievements.

12.2 List of rewards additional to the Star Achievement Award

Positive behaviour will be rewarded with:

- Praise.
- Dojo Points (see Dojo Policy).
- Use of stickers.
- Use of certificates.
- Notes, letters or phone calls home to parents.
- Special responsibilities/privileges.
- Becoming class Golden Child.

13. Sanctions

We want to encourage an open, tolerant and happy atmosphere, with lots of talking to and listening to the children. However, if children break these expectations they are liable to sanctions. Sanctions must be:

- Acceptable and appropriate for the individual;
- Acceptable and appropriate for the age of the individual;
- Fair;
- Understood by the child;
- Be the same for boys and girls.

13.1 The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand;
- Sending the pupil out of the class to see the Learning Phase Leader;
- Expecting work to be completed at home, or at break time (which will be supervised by the class teacher);
- Referring the pupil to another member of staff;
- Letters or phone calls home to parents;

- Agreeing a behaviour contract;
- Putting the damage right;
- Apologising or writing a note of apology (this is not a preferred sanction but it can be used with good affect with some children);
- Repeating unsatisfactory work;
- One to one talk (parents may be involved);
- Losing breaks or other privileges (always supervised by teacher);
- Putting a pupil 'on report' – this is carried out by a member of the Leadership Team and involves the creation of a daily record of behaviour;

13.2 Sanctions must not be:

- Shouting aggressively as a regular approach;
- Pushing or shaking (very dangerous);
- Keeping the child in after school for more than 2 minutes without parental permission;
- Using removal from an activity as a punishment (unless part of a developmental plan discussed with the Headteacher or for Health and Safety reasons);
- Writing lines;
- Any form of corporal punishment.

It is the handling of the more difficult misbehaviour, which can cause most concern. However, these children too must be valued and we should first look to our own management strategies and demands on the children. For example, do we have them sitting on the carpet for too long? Is the work challenging enough or too difficult? Some children will be involved in our Special Needs Programme, and we must learn how to teach and manage this group of children successfully. We work on the principle that all children can be successful in our school if we use the right approaches.

13.3 Using the "right" approaches to sanctions may mean:

- Changing your classroom management;
- Giving the child more time;
- Being more flexible;
- Involving someone else to help;
- Involving the NST teacher;
- Bringing in parents on a more regular basis.

13.4 Notes about sanctions

- See appendix 2 for sample letters to parents about their child's behaviour.
- If pupils are sent to another member of staff during lessons (e.g. if they have been disruptive) they will be expected to complete the same work as they would in class and will not be treated as a special visitor to the new classroom.
- Sanctions should be, as far as possible, linked to the misbehavior.

- Regular consultation and discussion between teachers / Learning Phases will help to ensure consistency in expectations and fairness in the system.
- It is vital that teachers keep Learning Phase Leaders informed of children causing concern. Learning Phase Leaders should be monitoring children who are not adhering to the general ethos of the school.
- Good communication between teachers and Learning Phase Leaders allows effective monitoring in order to ensure that we are treating the same behaviour with similar strategies and that our tolerance levels are comparable.
- Learning Phase Leaders will keep Deputy Headteacher informed. Where and when appropriate, Learning Phase Leaders and the Deputy Headteacher will liaise with the Headteacher through Leadership and Senior Leadership Team Meetings (more immediately if necessary).
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14. Exclusion

At Hornbill School, we will only exclude children if we feel that it is in the best interest of the child and / or other children within school. A discussion to exclude may be used:

- If a child is using extreme, violent or aggressive behaviour;
- If allowing the pupil to remain in school would seriously harm the education, health or welfare of the pupils or others in the school;
- If allowing the pupil to remain in school puts the safety of pupils or others in the school at risk.

14.1 Additional Information about Exclusions

- A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. In exceptional cases, a pupil may be excluded permanently.
- ‘Informal’ or ‘unofficial’ exclusions, such as sending a pupil home to ‘cool off’, are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion, even for a short period of time, must be formally recorded.
- The pupil’s parents or carers will be informed of the exclusion immediately a discussion has been made about the exclusion. This will be in writing and will confirm:
 - The reasons for the exclusion;
 - The period of the exclusion;
 - Parents’ right to make representations or if applicable, to appeal against the exclusion and such other requirements as set out in the DfE statutory guidance.

Before a decision to exclude a pupil, the following action *will* usually have taken place.

- The Deputy Headteacher, class teacher, Learning Phase Leader, and any other adult concerned will provide clear identification with the pupil of the unacceptable/ offending behaviour;
- If necessary appropriate sanctions short of exclusion in an effort to discourage re-occurrence of such behaviour will have been established;
- A pastoral support plan (PSP) will be established and implemented;
- Notification to parents of concerns and the sanctions implemented will have taken place;

- Upon re-offence, discussion with the pupil regarding the sanction of exclusion and an interview with parents/guardians will be set up to discuss the sanction of exclusion.

14.2 Notes on exclusion:

- For a fixed term exclusion of any length, Hornbill School remains responsible for arranging suitable education for the excluded pupil, e.g. by providing work for the pupil to complete at home.
- The letter confirming the exclusion will be copied to the Senior Principal MOD Schools (or such other post holder as nominated by the Senior Principal) and to the Chair of the SGC within 24 hours of the exclusion taking place.
- Any discussion for the posting of a parent of a permanently excluded pupil will be undertaken in a way that is transparent to all stakeholders, including reference to any relevant Command-level structures, e.g. the BFG Additional Needs Panel. Decisions on possible alternative postings are the **sole responsibility of the Chain of Command**.
- For fixed term exclusions that do not take the pupil's total days of exclusion above five for the term, parents may make representations to the Headteacher, but there is **no right of appeal**.
- Only the Headteacher may exclude a pupil for a fixed period of time or on a permanent basis. In the absence of the Headteacher this responsibility lies with the teacher nominated by the Headteacher to act in the Headteachers' absence (in most cases this is the DHT).

14.3 Returning to School following an Exclusion

Pupils may only return to school following a meeting with their parent, the Learning Phase Leader, the Inclusion Leader (where appropriate) and the Headteacher / Deputy Headteacher.

The meeting will be prearranged and noted on the letter which was sent home.

The child is expected to arrive at school promptly and in uniform ready to re-join their class following the meeting. However, if it transpires at the meeting that the child is not ready to return to school further exclusions may take place.

On returning to the class the pupil is expected to have a 'clean slate'.

15. Physical Restraint / Reasonable Force

In some circumstances, staff may need to use reasonable force to restrain a pupil. The following key points have been taken from the DfE Policy: **Use of Reasonable Force**.

- All school staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

15.1 When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – *to control pupils or to restrain them*.

- The decision on whether or not to physically intervene is down to the *professional judgement* of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

15.2 The following actions must be considered when using reasonable force:

- It should always be used as a last resort
- It should be applied using the minimum amount of force and for the minimum amount of time possible
- It should be used in a way that maintains the safety and dignity of all concerned
- Never use reasonable force as a form of punishment
- Be recorded and reported to parents (see appendix 1 for a behaviour log)

16. Confiscation

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

17. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator / Inclusion Leader will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

18. Pastoral Support Plan (PSP)

A Pastoral Support Plan (PSP) should be agreed with parents/guardians and the SGC and be developed to help individual pupils better manage their behaviour. The PSP will have the following common elements:

- Is school based;
- Have a nominated member of staff (normally the Learning Phase Leader) as an overseer;
- Be automatic for pupils with several fixed term exclusions;
- Be automatic for pupils at risk of failure or disaffection;
- Will not be used to replace the SEN assessment record;
- Will have involved other agencies where appropriate;
- The programme should be time limited and identify short-term targets;

19. Pupil transition

To ensure a smooth transition to the next academic year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

20. Training

At the time of writing the policy we are waiting for the go ahead from MOD Schools in the training of Managing Challenging Behaviour including Restrictive Physical Intervention for staff.

Learning Phase Leaders, in conjunction with the Induction Leader, are responsible for training their staff in the behaviour management of children and in following this policy.

All new teachers are inducted to Hornbill School via the Google Induction Classroom which includes the most up to date Behaviour and Expectations Policy.

All new LSAs and other adults have this policy shared with them as part of their regular induction.

Updated training for all LSAs and Keyworkers will be carried out by the LSA Leader on a yearly basis or when required.

21. Monitoring arrangements

This Behaviour and Expectations Policy will be reviewed by the Headteacher and SGC each year. At each review, the policy will be approved by the Headteacher and shared with all staff.

22. Staff Guidance

The key to the ethos of ensuring good behaviour at Hornbill School is the way in which staff, adults and children relate to each other. We want to encourage all pupils to be open-minded, confident and friendly. We also want them to be honest and to complain if they feel they need to. We need to be patient and, whenever possible, to listen to them.

Appendix 1: Behaviour Log

Pupil's name:

Name of staff member reporting the incident:	
Date: Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 2: letters to parents about pupil behaviour – templates (please add to the school headed paper)

First behaviour letter

Dear parent,

Recently, your child, _____, has been showing behaviour which does not meet the school's values and ethos.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me on _____ at _____ so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a Pastoral Support Plan, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school. I would be grateful if you could attend a meeting with the Headteacher, the Inclusion Leader and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary..

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Appendix 3: Incident of bullying record sheet

Any pupil involved in incidents of bullying will complete this record sheet with a member of staff. . The record sheet will be used to monitor and evaluate the effectiveness of the school's strategies to combat bullying in school.

NAME _____ CLASS _____

Date _____

Brief description of what happened

Action agreed to be taken

Signed by pupil _____ Signed by staff _____

Follow up notes attached if appropriate

Appendix 4: Suggested Pastoral Support Plan

Pastoral Support Plan Pupil name:		Class:	Year Group:
Date of birth: Date plan starts: Date of next review:			
Challenging behaviour <i>What does it look like?</i> <i>What triggers it?</i>		Targets <i>What are we working towards?</i> <i>How do we get there?</i>	
Strategies for positive behaviour <i>How do we maintain positive behavior?</i> <ul style="list-style-type: none"> • Phrases to use • Rewards, motivators 		Early warning signs <i>How do we prevent an incident?</i> <ul style="list-style-type: none"> • What to look out for • How to respond (reminders, alternative environment) 	
Reactive strategies <i>How do we diffuse the situation?</i> <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques <i>At what stage should another member of staff be informed? Who should this be?</i>		Support after an incident <i>How do we help the pupil reflect and learn from the incident?</i> <i>Is there anything that staff can learn about working with this pupil?</i>	
Agreement: Parent name Parent signature Date			
Staff name Staff signature Date			

Skills and talents	Achievements
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Likes	Dislikes
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Log of incidents:

Date	Description of behaviour	Trigger for incident	Action taken

IBP evaluation and next steps:
How effective is the plan?
Record suggestions to be considered when this plan is reviewed.