

Behaviour Policy

Date agreed: September 2024

Review date: September 2025

1. Aim of the Behaviour Policy

The aim of this policy is to create and maintain a secure environment where everyone within the school community can thrive, feel valued as individuals, develop confidence, be safe from physical and emotional harm and take responsibility for their own actions.

2. Introduction

At Leigh Academy Horsmonden our aim and vision is to encourage lifelong learning and develop inquiring, knowledgeable, caring individuals that understand the world around them while demonstrating respect. This is displayed around the school and underpins behaviour in all children, staff, governors and volunteers. By sharing this with parents there will be a consistency between home and school which will have a positive impact on children's attitude to learning at home and at school.

A more directed approach to teaching behaviour through focused assemblies, PSHE and Circle Time will promote expected behaviour and lead to a clearer understanding of how to achieve it.

The children should understand that all staff will expect the same behaviour from them, regardless of their role, and should act accordingly.

3. Recognition of positive behaviour choices

At Leigh Academy Horsmonden, we reward positive behaviour choices in the following ways:

- Praise
- Stickers
- Horsmonden Hero award
- Principal/Vice Principal Awards

A major aim of our school Behaviour Policy and of our school vision is to encourage children to practise good behaviour by encouraging them to make positive behaviour choices.

5. Sanctions for unacceptable behaviour in lessons

Unacceptable behaviour is very rare at Leigh Academy Horsmonden but occasionally the following sanctions may apply:

- Verbal reminder from member of staff about how child should behave and the school vision
- Child is moved to a different area of the classroom
- Child stays in at playtime/lunchtime to finish missed work

- Child is moved to another classroom to complete work
- Behaviour books can be used to document behaviour and shared between school and home
- Child is sent to Principal to complete work
- Parents are invited into school for a meeting with child's class teacher and/or Principal

Unacceptable behaviour is dealt with by the member of staff that witnessed it in a caring, supportive and fair manner, with some flexibility regarding the age and Special Educational Needs of the child, as far as sanctions are concerned. Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that negative behaviour choices will lead to sanctions.

At all times, staff should encourage good behaviour through praise and recognition of positive choices. No member of staff must in any way belittle or shout at a child to control behaviour, neither should the term 'naughty' be used to describe a child. Children are always given the opportunity to reflect on an incident or their behaviour and also to discuss how they could have made more positive choices.

6. Sanctions for unacceptable behaviour at playtimes/lunchtimes/after school clubs and breakfast club

To ensure all staff and children can work in a happy and supportive environment, we consistently follow the consequences below:

- Verbal reminder from member of staff about how child should behave and the school vision
- Child spends 5mins at 'time out' area
- Child spends 10mins at 'time out' area
- Child is referred to senior member of staff on duty

7. Serious Incidents either in lessons or at lunchtime

A serious incident may include one of the following examples: physical assault, deliberate damage to property, stealing, leaving the premises without permission, verbal abuse, refusal to work and extreme disruption in class.

This type of behaviour is incredibly rare and should be dealt with immediately and referred to the Principal or senior member of staff on duty.

Possible consequences of a serious incident may include one of the following examples:

- A verbal warning by the Principal or senior member of staff on duty

- Preventative action to stop the behaviour occurring again
- Withdrawal from classroom/playtimes/lunchtimes
- A letter/phone call to parents
- A meeting with parents
- Temporary internal exclusion
- Temporary external exclusion
- A meeting involving parents and support agencies
- Personal support plan
- Permanent exclusion (only used in extreme cases or after all other courses of action have failed)

Parents have the right of appeal to the Governing Body against any decision to exclude. In extreme circumstances, physical restraint or physical intervention to move a child to another area might be necessary.

All staff have a duty of care to all children in their care and there may be times when physical restraint is needed to prevent a child from hurting themselves or someone else.

8. The Role of the Parent

At Leigh Academy Horsmonden we strive to create a climate where all staff work in partnership with parents. We try to achieve this by supporting and involving them wherever possible. This policy of shared partnership facilitates the best possible provision for each child. Concerns expressed by parents are valued, discussed and acted upon, with appropriate steps being taken to alleviate these concerns. Parents have an important role in encouraging their children to recognise good behaviour. Parents can help by:

- Recognising that an effective school behaviour policy requires close partnership between school and home
- Discussing the school and classroom expectations with their child, emphasising their support of them and assisting where possible with their enforcement
- Attending Parent Consultation Evenings, functions and developing positive relationships with staff
- Understanding that all staff deal with behaviour problems in a patient and positive manner
- Impressing on children that they should respect all adults in school
- Not openly criticising school in front of their children
- Encouraging their children to talk to adults in school if anything goes wrong
- Displaying and upholding our school vision both inside and outside of school
- Communicating with staff in a respectful manner

If children have a problem in school, parents are encouraged to contact the school and discuss it with staff rather than approaching other children or parents directly.

9. Supporting children with behaviour difficulties or SEND

If a child is identified as having Behavioural, Social and Emotional Difficulties, there are a number of programmes available to support them. Individual support programmes may be used for a child where appropriate and are managed by the class teacher with support from the SENCo and/or Principal. Any programmes initiated will be shared with the child's parents and are individual to each child concerned.