



Behaviour Policy

Rationale

Good behaviour is an essential condition for effective teaching and learning to take place. At Horizon all staff have high expectations of children's behaviour. This is fostered in a calm, secure and caring environment. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school and through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to support the school in helping their children to behave well.

Aims

- ❖ To ensure that all who are involved with our school show respect and consideration for others.
- ❖ To help our children to feel good about themselves and others.
- ❖ To create a positive and stimulating learning environment, having high expectations.
- ❖ To work alongside parents to encourage our children to develop socially, personally, academically and morally in preparation for a positive role in society.
- ❖ To ensure that school property and the property of those within school is looked after.

General guidance

We support positive behaviour and a positive environment through:

- ❖ A consistent approach by the whole school community
- ❖ Appreciating and following the Horizon School Promise and the Golden Rules.
- ❖ Encouraging our children to see themselves as a member of the school team and recognise their responsibility within this.
- ❖ Developing the skills of co-operation and discussion
- ❖ Encouraging everyone to take care of and have respect for their own and each other's belongings
- ❖ Encouraging everyone to take pride in the school environment.
- ❖ Behaviour outside of school e.g. tournaments, excursions etc will be monitored just as closely as it is in school. The children are representing the school and their families when they are out.

All staff will set a good example by:

- ❖ Working hard and expecting high standards
- ❖ Being co-operative and courteous.



- ❖ Being punctual throughout the day
- ❖ Recognising good behaviour
- ❖ Rewarding good behaviour
- ❖ Being warm and welcoming
- ❖ Setting clear boundaries of behaviour
- ❖ Sanctioning unacceptable behavior
- ❖ Reminding children of the Golden Rules, making sure they are understood and displaying them
- ❖ **responding quietly, calmly, consistently and positively**
- ❖ teaching appropriate behaviour and giving feed back when pupils are behaving well.
- ❖ showing respect for every child as an individual.
- ❖ commenting on the behaviour not labelling the child

All staff will follow behaviour modification plans consistently for specific children, as set out by Learning Enhancement team.

All staff will make it their responsibility to understand conditions that may affect a student's behaviour and deal with it appropriately.

Rewards encouragement of good behaviour

- ❖ An approving smile/ non-verbal signals
- ❖ One-to-one praise
- ❖ Public praise
- ❖ Stickers, certificates, house points
- ❖ Informing parents
- ❖ positive comments written in books
- ❖ Golden Time
- ❖ Sending to Key Stage Co-ordinators/ Deputy/ Head

Sanctions

- ❖ Planned ignoring e.g. because you know the child wants attention, comment on positive rather than pointing out the negative behaviour.
- ❖ Non-verbal signals
- ❖ Verbal warning, reminding the child of our Golden Rules
- ❖ Private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- ❖ Change of position within the learning environment
- ❖ Time out procedures
- ❖ Children will be encouraged to discuss conflicts with a member of staff present to lead the meeting. It is important for an individual or group to see first hand the effect their behaviour has on others.
- ❖ Contacting parents to discuss ways of helping the child to improve his/her behaviour
- ❖ Referring the child to the Learning Enhancement team.



- ❖ Referring the child to the Key Stage Co-ordinators
- ❖ Referring the child to the Deputy Head
- ❖ Referring the child to the Headteacher
- ❖ Exclusion will be used as a last resort.

In cases of repeated misbehaviour or if the procedures appear to be failing to help a child control his or her behaviour, a meeting may be called. This involves the class teacher/ Deputy/ Headteacher/ the head of Learning Enhancement and parents.

Equal Opportunities

- ❖ Quality of opportunity is a high priority and reference to the schools Equal Opportunity Policy will provide examples of how this is achieved.

This Policy was agreed by staff in June 2006.
It was reviewed in June 2008 by Head, Deputy and key stage coordinators and should be reviewed again in June 2009.