



Calow Church of England (V.C.) Primary School

Behaviour Policy

1. INTRODUCTION AND AIMS

At Calow, our core values are respect, resilience, honesty, caring and cooperation. We look to challenge, inspire and enable each child to stretch the boundaries of what they think they can achieve. We provide our pupils with a safe, secure environment in which to learn, grow and flourish, and their welfare is paramount.

Our school is a community in which every aspect of a child's education is important. We want all our children to feel successful, happy and healthy, and to see life as an adventure, full of opportunities for taking and giving. We want them to enjoy and make the most of their time at school, setting themselves up well for the future. Our expectations of their behaviour, effort and attitude are high.

The purpose of this document is to establish the principles upon which behaviour management at our school is based and to clarify our strategies to ensure that high standards of behaviour are achieved and maintained.

The policy is linked to the School's implementation of Unicef's Charter of Rights for Children. It is in accordance with Department for Education 'Behaviour and Discipline in Schools' advice (January 2016) and the School's legal duties under the Equality Act 2010 in respect of safeguarding and pupils with Special Educational Needs and Disabilities It should be read in conjunction with the school's Positive Behaviour Management (Including Physical Intervention) Policy.

2. AIMS

The aims of implementing this policy are:

- to develop positive relationships between children and between children and adults;
- to encourage children to acquire increasing independence and to take responsibility for their own actions, appropriate to their age and maturity;
- to establish consistency of approach to behaviour throughout the School;
- to prevent bullying;
- to ensure that behaviour promotes effective learning and the creation of an orderly community within the school, maximising progress and attainment.

3. PRINCIPLES

The following principles underpin our practice in implementing behaviour management strategies, and in ensuring that Calow Primary is an orderly, caring environment in which children feel valued, safe, secure and able to enjoy their learning:

- Every teacher has the right to teach free from disruptive behaviour.
- Every child has the right to learn undisturbed by disruptive behaviour.

All members of our community are expected to treat each other with respect. To achieve this:

- Every adult should demonstrate a genuine care and respect for each child as an individual, modelling the quality of relationships that they expect from the children themselves – this applies to their relationships with other adults as well as with children.
- Positive reward and praise are at the heart of each classroom's ethos, and are the norm rather than the exception, as children respond better to positive than to negative treatment.
- Recognition of good conduct is more effective than correction of bad conduct.

- Children are involved in drawing up and agreeing a code of conduct to ensure that their classroom can be a happy learning environment.
- There are clear and appropriate consequences, both rewards and sanctions, linked to code of conduct. The ultimate sanction is exclusion in accordance with DfE statutory guidance (see Appendix Two).
- Consequences are fairly and consistently applied to all children.
- Children understand why they are receiving a consequence for their behaviour.
- In all circumstances, the teacher remains calm and does not respond to misconduct in an aggressive or uncontrolled manner.

4. CURRICULUM AND LEARNING

We believe that a well-structured curriculum and effective teaching and learning contribute to good behaviour. Skilful planning for the needs of individual pupils, responsive teaching, the active involvement of pupils in their own learning, and high-quality feedback are all important.

It follows that lessons should have clear objectives, understood by the children, and adapted to meet the needs of children of different abilities. Feedback is not only a key component of teaching and learning for academic reasons, but also serves as a signal that the children's efforts are valued and that progress matters.

Growth Mindset helps children to link the importance of positive behaviour and attitude with the agency they have in their own learning and progress. We use the language and principles of Growth Mindset throughout school.

5. CLASSROOM MANAGEMENT

At the beginning of each new academic year, all classes are asked to agree a code of conduct based on suggestions made by the children. Classes are expected to adhere to the code of conduct they have themselves devised.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem by demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to take responsibility for their own learning and promote positive behaviour. Praise should be used to encourage good behaviour and positive attitudes, as well as good work. Feedback of any sort should be given in a respectful and constructive manner, and staff should be sensitive to children's social and emotional needs in delivering criticism.

6. INCLUSION

At Calow C of E Primary School, we recognise that behaviour may be affected by a number of external factors, by a child's social and emotional needs, or by their mental health. The right of other children to be and feel safe must not be compromised, but equally consideration should always be given to possible reasons behind a child's poor behaviour, and where possible these should be addressed at the root. A holistic approach may include discussions with the child, liaison with external agencies (MAT, Educational Psychology, Behaviour Support, etc.), additional one-to-one or group nurture sessions, liaison with parents/carers or adjustment of provision within school.

Inclusion is a core principle of our school, but if a child becomes especially distressed, angry or anxious, or if their behaviour compromises the health and safety of themselves or others, it may be necessary to separate them from their peers for a period of time. This will not be used as a punishment, but only for reasons of safeguarding or nurture, and the aim would always be to enable the child to rejoin their peers calmly and safely as soon as reasonably possible.

Behaviour difficulties may occur as a result of a child's Special Educational Needs and should be addressed in consultation with the SENCO, in accordance with School's guidelines on S.E.N.D and the Equality Act 2010.

7. REWARDS

Our emphasis is on rewards to reinforce good behaviour, rather than on punishments to emphasise failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards, as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. Refer to Appendix One for an outline of rewards.

8. SANCTIONS

The law allows teachers to discipline pupils whose conduct falls below the standard which could reasonably be expected of them (Education and Inspections Act 2006). To be lawful any sanction must satisfy the following:

- The decision to apply a sanction must be made by a paid member of school staff or a member of staff authorised by the Headteacher
- The decision must be made on the school premises or while the pupil is under the charge of the member of staff
- It must not breach any other legislation and it must be reasonable in all the circumstances.

At Calow C of E Primary School, rewards are central to the encouragement of good behaviour. Realistically, though, there is also a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The following principles apply:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Groups should not be punished collectively unless all members of the group are responsible at least in part for the misbehaviour.
- The severity of the misbehaviour should be understood by the child, and punishments should be proportionate.
- It should be the behaviour rather than the person that is punished.

Sanctions must be proportionate, ranging from: expressions of disapproval; a verbal reprimand; withdrawal of privileges; reparative actions; referral to the Headteacher or other members of staff; contact with parents/carers; and, ultimately and in the last resort, exclusion (following Department for Education guidelines).

Under certain circumstances, authorised staff have the right to physically intervene in managing the behaviour of a child. **The school has a Positive Behaviour Support (Including Physical Interventions) policy, which must be adhered to in all cases.**

Physical interventions will only be used in exceptional circumstances. The school expects that staff will only use force in circumstances where:

- The consequences of not intervening were sufficiently serious to justify the use of force;
- Achieving a safe outcome by other means had either been tried and exhausted;
- The risks associated with not using force outweigh those of using force.

The use of a restrictive physical intervention will be the outcome of professional judgements made according to this policy. It will be avoided when possible and not be used for the convenience of staff.

Restrictive physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up, the risk of not intervening against the risk of intervening. Any actions will be carried out in the best interest of the pupil.

NB. STAFF DECIDING THAT NOT INTERVENING PHYSICALLY IS THE SAFEST COURSE OF ACTION FOR THEM SHOULD BE AWARE THAT SIMPLY DOING NOTHING IS NOT AN OPTION. THE EXPECTATION AT CALOW CHURCH OF ENGLAND (VC) PRIMARY SCHOOL SCHOOL IS THAT AS A MINIMUM STAFF SHOULD RAISE THE ALARM AND SUMMON APPROPRIATE ASSISTANCE.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Confiscated property should be returned to the pupil or their parent; and

2) **Power to search without consent** for "prohibited items" including:

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

9. PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES

Teachers have the power in law to discipline children for misbehaving outside of the school premises:

- Taking part in a school organised or school related activity
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Behaviour that could have repercussions for the orderly running of the school; poses a threat to another pupil or member of the public; or could adversely affect the reputation of the school.

In all cases the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

10. COMMUNICATION AND PARENTAL PARTNERSHIP

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

11. EXPECTATIONS

In our School we want:

- A purposeful happy atmosphere
- Positive, co-operative, caring and thoughtful attitude towards others
- Everyone to be responsible for personal actions
- Children behaving appropriately following a consistent code of acceptable behaviour.
- Parental support and co-operation.
- Polite and well mannered responses.
- Respect for property and the environment.
- Children achieving their best and feeling proud of being part of Calow Primary School.

We expect children to:

- Always do their best and allow others to do the same.
- Treat others kindly with respect.
- Respect School property and the environment.
- Be truthful and honest.
- Follow instructions carefully.
- Behave appropriately following rules.
- Have good manners.
- Air their views fairly.
- Take a pride in their own achievements and School.
- Be helpful to others.
- Move through School quietly and in a safe manner.

We ask for parents' help by:

- Showing an interest in what their child does in School.
- Co-operating with and supporting school policies.
- Being aware of schools expectations and reinforcing these.
- Encouraging independence and a sense of responsibility in their child.
- Letting school know if there is an emergency or any problems, which may affect their child's well being.
- Help with home learning.
- Labelling children's clothes to avoid conflict over lost items.
- Letting us know if parents are unable to make set appointments.
- Encouraging their child to talk about any problems and share these with older pupils i.e. House Captains/Playground Pals/School Council.

12. MONITORING

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body on the effectiveness of the policy and if necessary makes recommendations for further improvements.

The School keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. We also keep a record of any incidents that occur at break or lunchtimes: Mid-day Supervisors record details of any incidents in the incidents book.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

13. REVIEW

This policy is reviewed at least every two years.

Policy approved by Governors: 27th April, 2009

Policy Review: January 2011; January 2013; January 2014; September 2016; September 2018

Policy Revision: June 2019

APPENDIX ONE

Code of Conduct

We respect each other.

We respect the property of others.

We care for the school and its surroundings.

We line up quietly in the playground to come into school sensibly.

We walk in school.

We keep the school clean and tidy, so that it is a place to be proud of.

We look after school books and equipment, putting them back where they belong.

We work to the best of our ability.

We speak politely to everyone, children and adults.

We help others.

We want the school to be a happy, healthy place where we can all learn.

We want Calow Church of England (V.C.) Primary School to be proud of us, now and in the future.

When we have behaved well and shown our core values, we may:

Be told how well we have done.

Be given a house point.

Be given a sticker.

Receive a Mid-day Supervisor's green card

Receive a Mid-day Supervisor's invitation to the VIP table.

Be sent to the Headteacher's office for praise.

Receive a Gold Award.

Be awarded a Headteacher's certificate.

Be given a merit badge.

Show good work to staff and/or other children.

If we have behaved poorly and let our core values slip, we may:

Miss part of playtime.

Have to complete unfinished work.

Have to do jobs around school to make up for what we have done.

Write a letter of apology or explanation.

Be sent to the Headteacher's office.

Be excluded from school.

Parents/Carers will be kept informed about how we are behaving in school, particularly if we do something especially good or if we let ourselves down badly. Staff might communicate with our families through informal chats, texts or phone calls home, formal meetings or letters.

APPENDIX TWO

Key points about Exclusion from DfE Statutory Guidance

- Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
- Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.
- Schools should have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.
- All children have a right to an education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion, and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.
- Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).
- An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment. This payment will go to the local authority towards the costs of providing alternative provision.
- Whether or not a school recognises that a pupil has special educational needs (SEN), all parents (or pupils if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.
- Excluded pupils should be enabled and encouraged to participate at all stages.