

# **Cubbington C of E Primary School**

## **Behaviour Policy**

2014

### **1 Aims and expectations**

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It is a means of promoting good relationships and ensuring an environment in which everyone feels happy, safe and secure. We expect every member of the school community to behave in a considerate way towards others.
- 1.2 This policy aims to help children become positive, responsible and increasingly independent members of the school community, where everyone understands school routines. Children are given a variety of formal and informal opportunities to express their views and listen to those of others. The School Council is just one way through which pupils voices can be heard.
- 1.3 The purpose of our policy is to promote positive behaviour rather than merely deter unacceptable behaviour. We believe that by rewarding good behaviour we will develop an ethos of kindness and cooperation. However, we feel it is important that children understand the consequences of their actions and any unacceptable behaviour will be dealt with fairly and in line with this policy.

### **2 Rewards**

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- \*Teachers and support staff congratulate and praise children;
  - \*Teachers and support staff give children house points;
  - \*Class choose a 'good friend of the week'.
  - \*We give merit badges to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
  - \*All children have an opportunity to show examples of their best work in class and in assemblies.
  - \*Each class hosts a termly 'Sharing Assembly' for their families in which the children get the opportunity to 'showcase' aspects of their learning.
- 2.2.1 The class teacher discusses the Code of Conduct with each class. In addition to this, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.
- 2.3 If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time.' We encourage children to acknowledge their unacceptable behaviour and consider the consequences that it has on others. Children are encouraged to think of alternative acceptable solutions to problems.
- 2.4 We do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Incidents are investigated (using our checklist - Appendix 1) in order to ascertain if the problem is a single incident or if it is reoccurring and may be deemed as bullying. We do everything in our power to ensure that all children attend school free from fear. (See Anti-Bullying Policy)

- 2.5 All members of staff comply with the statutory guidance on the use of physical intervention and force. Section 93 of the Education and Inspections Act 2006 enables staff to use reasonable force to prevent pupils from harming themselves or others, committing an offence or prejudicing the maintenance of good order and discipline. (See policy on Physical Intervention)

### **3 The role teachers and support staff.**

- 3.1 It is the responsibility of class teachers to ensure that the school rules are adhered to in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 All adults in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 All adults enforce the classroom code consistently. Children are treated fairly and with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents using 'informal sanctions' (see 7 - Sanctions). However, if misbehaviour continues, the class teacher may seek help and advice from a Senior Teacher or Head Teacher.
- 3.5 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 3.6 With parental permission, the class teacher may take advice from external agencies to support the understanding and management of a child's behaviour. The class teacher may, for example, discuss the needs of a child with the Educational Psychologist or the LA's behaviour support service.

### **4 The role of the Head Teacher**

- 4.1 It is the responsibility of the Head Teacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. (See 8 - Exclusions)

### **5 The role of parents and carers**

- 5.1 We actively collaborate with parents and carers, so that children receive consistent messages about how to behave at home and at school. We want to work in partnership with families in dealing with any behaviour difficulties. Parents and Carers are welcome and encouraged to come into school to discuss any concerns with staff at very early stages. We aim to build a supportive dialogue and believe that it is useful to share information that may be affecting a child's behaviour or attitude.
- 5.2 If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If the problem cannot be resolved they can contact the Chair of Governors. A formal grievance or appeal process can then be implemented.

## 6 The role of governors

- 6.1 The governing body has the responsibility of monitoring and reviewing the standards of discipline and behaviour. The governors support the headteacher in implementing this behaviour policy.
- 6.2 The Head Teacher has the day-to-day authority to implement the school behaviour policy and governors may give advice to the headteacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

## 7. Sanctions

The safety of all children is paramount in all situations. We have a number of sanctions to support our Code of Conduct, and to ensure a safe and positive learning environment.

We employ each sanction appropriately to each individual situation and these are reviewed regularly.

These may include:

1. Loss of break and/or some lunchtime play at the Teacher's discretion.
2. Removal of specific responsibilities and privileges at the Teacher's discretion.
3. Use of 'paired classes' – where a child is required to complete their work in another class until the end of the lesson in which they were sent out.

### Informing Parents/Carers

We will inform parents/carers if their child has had any 'informal sanctions' for unacceptable behaviour. By informing parents and carers of this we expect their support in dealing with the issues.

At this stage a Behaviour Plan may be drawn up to support positive behaviour and monitor the situation. The aim is for the child to take responsibility for their behaviour, to recognise their successes but also to have clearly understood consequences if behaviour is not in line with expectations. School will work in partnership with the child's family and the plan is shared with them on regular basis. For many children this will result in a change in behaviour. If problems are ongoing then school may take further advice regarding the reasons for the behaviour. This could include referral to other colleagues eg Behaviour Support Service, Educational Psychologist. Children will only be referred to these services with the consent of the family.

## 8 Fixed-term and permanent exclusions

- 8.1 **Exclusions are used as a last resort for all children.** Some children with a Statement of Special Educational Need will have their own Individual Behaviour Plan that will specifically address their needs and difficulties.
- 8.2 The majority of unacceptable behaviour can be dealt with by the use of rewards and sanctions as outlined in this policy. However, there are circumstances when the usual systems are not appropriate. This includes: continuous refusal to comply with the school ethos and code of conduct; verbal abuse; behaviour that is violent or extreme and affects the well being and safety of others.

We will follow the guidelines in relation to exclusions set out by the LA (2009) based on the current legislation from the DfE.

- 8.3 Lunchtimes Any child who is verbally or physically abusive or who shows disregard for the health, safety or welfare of others (including adults) during the lunchtime period, will be excluded for lunchtime sessions. Schools are not legally obliged to keep any child on site over the lunchtime period. Any such exclusion will be at the Head Teacher's discretion, as will the

length of the lunchtime ban. If a child is excluded for lunchtimes their welfare, care and safety are the responsibility of the parents/carers.

## **9 Monitoring**

- 9.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. He/She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school investigates and keeps a variety of records concerning incidents of misbehaviour. Systems are in place to ensure that Midday Supervisors feedback to staff any occurrences of unacceptable behaviour. They also meet once a term with the Head Teacher to discuss any issues that arise.
- 9.3 The Head Teacher keeps a record of any child who is given a fixed-term exclusion or who is permanently excluded.
- 9.4 It is the responsibility of the governing body to monitor the number of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

## **10 Review**

The governing body reviews this policy annually in line with the Safeguarding Policy.

The governors may, however, review the policy earlier if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Signed:**

**Date:**