



Our aim is as simple as **ABC**

## **Achieving, Belonging, Caring**

*'Be courageous, for the Lord your God will be with you wherever you go' Joshua 1:9*

# **Behaviour Policy**

## **September 2019**

### **1 Aims and expectations**

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.

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.

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 The children**

Children should be treated fairly, justly and equitably at all times. Social and behavioural needs should be considered when grouping children and isolation should be avoided. Self-esteem should be nurtured in every child. All children are entitled to feel safe and secure whilst at school. Routines should be taught to younger children and regularly revisited with older pupils.

Good work and behaviour should be praised and rewarded. Responsible older children should be entrusted to work independently without constant supervision with due regard to safety. Responsibilities and privileges should be used as a means of promoting positive behaviour.

At the start of each new school year each class will discuss The Golden Rules (ABC) and use the poster (Appendix 1) to ensure all children have an age appropriate understanding of the rules.
--

BEHAVIOUR AND ATTITUDES WE ENCOURAGE	BEHAVIOUR WE DISCOURAGE
<ul style="list-style-type: none"> <li>• Respect for each other, ourselves, the environment</li> <li>• Understanding, tolerance and acceptance of others</li> <li>• Mutual care, consideration, thoughtfulness, courtesy</li> <li>• Co-operation and willingness to share</li> <li>• Self-discipline: taking responsibility for our own actions</li> <li>• Regular or improving attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Physical aggression</li> <li>• Bullying including cyber bullying</li> <li>• Verbal aggression, including racist comments, threatening, name-calling, lying, defiance</li> <li>• Theft and vandalism</li> <li>• Other antisocial behaviour, eg. spitting, teasing, interfering with other people's work</li> <li>• Misuse of space, equipment or materials</li> <li>• Rudeness and discourtesy</li> </ul>

### 3 **The role of school staff**

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.

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.

All adults enforce the classroom code consistently. Children are treated fairly and with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher follows the sanctions flow chart and keeps a record of all such incidents. (see 8 - Sanctions). However, if misbehaviour continues, the class teacher may seek help and advice from a Senior Teacher or Head Teacher.

Detailed record keeping is essential and each class will hold a Behaviour File where records of rewards and sanctions will be kept, as well as relevant documentation etc.

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. The class teacher will email the parents using the template letters if a child has received a particular number of informal sanctions within a set time period.

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**

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.

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.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

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 12 - Exclusions)

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

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.

We will encourage parents to sign up to Seesaw to enable them to be a part of day to day classroom life and to encourage positive conversations about school.

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**

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.

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 Rewards

Positive behaviour promotes learning. The entire school therefore needs to be dedicated to promoting positive behaviour. Involvement of all who work in the school - children and staff, together with parents and governors, is essential. Every opportunity needs to be taken by all members of the school community to recognise and support good behaviour.

Good behaviour, following the school Golden Rules is expected, however specific rewards can be used to encourage and praise the class as required. It is essential that House Captains in Year 2 and Year 6 are children who will set an excellent example to their peers.

All members of staff can praise individual and class behaviour verbally at every available opportunity, rewards can be awarded as appropriate.

Type of reward	Who can give it out
Verbal praise and congratulations	All school staff
House points	All school staff
Christian Value certificate	Children and staff can nominate anyone who has demonstrated a Christian value
Reading certificates	Teachers
Merits - either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.	Teachers
Star writer – usually one or two each week	Teachers
Reading Millionaire (KS2)	Headteacher purchases a book of the child's choice to be bought for the library with a bookplate in the front
Head teacher award – for exceptional work or effort in any area of the curriculum	Staff to send the child to the head

Exceptions: Some cohorts may require slightly different in-class rewards and incentives as required; this should be discussed with the Phase Leader. However, any system used should be directly linked to the existing rewards of house points and. Staff are not expected to buy children food or gifts as rewards.

## 8 Sanctions

The safety of all children is paramount in all situations. We have a number of sanctions which serve as consequences if a child does not follow the school rules, and to ensure a safe and positive learning environment.

What if...	Action
Child breaks one of the Golden Rules	Initial Verbal Warning- child to think about making the right choices and changing their behaviour.
Child breaks a Golden Rule a second time in a session	Member of staff explains what rule the child has broken and writes the name on the board to serve as a reminder.
Child breaks a Golden Rule a third time in a session	Member of staff ticks the child's name which results in a 5 minute 'time fine' at the next possible opportunity. (Usually break or lunchtime) Up to three ticks can be added for further misbehaviour each tick equalling 5 minutes of time. During the time fine children are expected to complete a reflection sheet. The teacher records the incident in the class behaviour file and the completed reflection sheet is kept.
Child receives more than 3 ticks next to their name in one session	Staff member sends the child for an immediate internal exclusion to another class. Parents are informed using the appropriate template letter

	(Appendix 2) on the same day via email with the headteacher copied in (via the office). The child completes a reflection sheet at an appropriate time. This is recorded in the class behaviour file.
Child receives 5 separate time fines in a half term period	Staff member informs the parent by email (via the office using the appropriate template letter (Appendix 2) with the headteacher copied in. Parents are invited to meet with the class teacher to discuss strategies that can be used to improve the behaviour.
Child receives 3 letters (for either individual internal exclusions or 5 time fines)	Staff member informs the parent by email via the office using the appropriate template letter (Appendix 2) with the headteacher copied in. Parents are given an appointment to meet the headteacher. The child will be on a 'behaviour chart' for a period of one week where their behaviour is monitored in all sessions of the day. If the behaviour has not improved then this will be extended to a period of two weeks. Strategies for home and school are discussed.
If, after an agreed period, the behaviour continues to be an issue then the Assistant Headteacher for the phase and Head Teacher discuss further interventions, sanctions and possible exclusion.	Possible sanctions: exclusion from playtime/part of lunchtime. To be undertaken within the classroom by a member of class staff, not outside the staffroom. Children should not be made to stand outside of classrooms.  Possible sanctions: exclusion from a class reward, removal of a privilege, a role of responsibility is suspended.

### Reflection sheet

For persistent disruptive behaviour a child will be given a time fine and will be expected to complete a reflection sheet at the next possible opportunity – usually a break time of lunch time. They will need to sit with the relevant adult (usually the class teacher) to discuss the inappropriate behaviour. For Reception, Years 1 and 2 they will need to identify the golden rule they have not followed and the staff member will complete the sheet for them. The class teacher retains a copy in the class Behaviour file.

In Years 3,4, 5 and 6 the reflection sheet is completed by the child under supervision of a member of staff where questions are asked about the nature of the behaviour, the golden rule that was not followed, ways to rectify the behaviour and appropriate sanctions.

### Playground incidents

Some playground incidents can be prevented by early intervention as soon as children's body language indicates a conflict may be developing.

Incidents that do occur and give cause for concern should be reported to the child's class teacher and, if necessary, to the Headteacher.

Lunchtime incidents should be reported to the senior midday supervisor and the class teacher. A similar system of sanctions will apply at lunchtimes. Time fines will be carried out immediately in the form of 'time out' and it will be recorded by the senior midday supervisor in the lunchtime behaviour file. It is very important that the class teacher is informed.

All incidents of racist and other serious misbehaviour must be reported to the Headteacher. The names of children who need to be monitored on the playground will be reviewed at weekly staff meetings.

## 9

### **Bullying**

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

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)

## 10 Managing extreme behaviour

On rare occasions a child's behaviour threatens the safety of children and/or staff. In such situations adults should:

- remain calm and attempt to defuse the situation
- if at all possible avoid physical restraint of the child with the behaviour problem (see below)
- immediately remove the children under threat to another safe place
- if possible, enlist the help of another member of staff to supervise the children who have been removed, then return to the child if safe to do so
- talk with, or wait with, the child until help arrives, then return to the rest of the class
- the child should be removed from the situation as quickly as possible, usually to the Headteacher's office
- normality should be restored as quickly as possible for the remainder of the group
- in extreme, intractable situations, where the above steps cannot be taken, police will be called in
- parents of the child will be notified immediately and called in to discuss the child's problem

The only justifications for physical restraint of a distressed child are where the responsible adult judges there is;

- a risk of injury to people or criminal offence;
- a serious risk to property;
- risk to the maintenance of good order.

If restraint is necessary, remember to ask these questions:

- Can I restrain using **minimum reasonable force**?
- Is anyone aware of the situation I am in?
- Am I trained or experienced enough?
- Do I need help?
- Am I sure I'm not punishing the child?

All teaching and non-teaching staff who have up to date 'Team Teach' training may restrain a child.

### What you can do to restrain

- All methods as taught by 'Team Teach'. Hold the child's body so that the arms are held against the side of the body. This is better if done from the side. If a "bear hug" has to be used, be careful not to restrict breathing.
- Remind the child that if s/he regains self-control, the restraint will be released.
- Gently lower the child to the floor. A second adult is helpful here. Hold the child on the floor at the upper knee, shoulders and arms below the shoulders.
- Use soft surfaces wherever possible - carpet, soft chairs - and remove potential weapons, eg. crockery, cutlery.

### What you cannot do to restrain

- Any action which is illegal.
- Intentionally inflict pain. It is recognised that restraint may not be possible without causing some incidental pain; this must be minimised.
- Use restraint as a punishment.
- Hit a child.
- Force a child's arm behind her/his back.
- Twist limbs.
- Pin a child against a wall or furniture.
- Sit on a child.
- Restrict a child's breathing or circulation

- Hold a child in any way that may be interpreted as sexual.

#### The next steps

The child's release from restraint should be planned, agreed with the child, and gentle. The child must be closely supervised. A senior member of staff should talk over the incident and restraint with the child – this should be the Headteacher or Assistant Headteacher. A written record of the incident must be made in Team Teach book and the child's parents should be contacted unless there is a separate handling plan in place.

Serious consideration should be given to placing the child concerned on the special needs register with an Personalised Learning Plan aimed at avoiding similar incidents in future.

For more details on all aspects of restraint, refer to the DfE 'Use of reasonable force' guidance (July 2013) and 'Physical Handling & Restraint Statement' from WCSB

#### Absconding

A child who runs away from school is at risk. Every effort should be made to find the child and return her/him to school. The procedure to be adopted is:

- a) notify the Headteacher
- b) the Headteacher will send an available member of staff (if possible, two) after the runaway, preferably adult/s who know the child
- c) a member of office staff will telephone the child's parents and the police
- d) the runaway will be brought back to school as quickly as possible
- e) the child's parents will be contacted as soon as the child is found and called in to discuss the child's problem
- f) the child will be kept with the Headteacher until calm enough to return to class

### **11 Support for staff**

Behaviour management is a regular feature on the agenda for staff meetings and for meetings between NQTs and induction tutors. Assistant headteachers will regularly review and discuss behaviour in keystage meetings.

There will be regular meetings between the headteacher and senior midday supervisor and half-termly meetings between a member of the leadership team and midday supervisors.

### **12 Fixed-term and permanent exclusions**

**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.

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 based on the current legislation from the DfE. The DfE released new statutory guidance for those with legal responsibilities in relation to exclusion in September 2017.

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.

### **13 Monitoring and Evaluation**

The school will always seek to make use of a range of sources to provide a wider perspective on the children's behaviour. Governors can provide a view of our children's behaviour as many visit the school regularly and observe their behaviour as they walk to and from school and move along corridors. They see behaviour from a different perspective on public occasions; achievement assemblies, sports day, Christmas productions etc.

The effectiveness of this policy will be discussed at Leadership Team meetings. Overall strategies, general concerns and problems affecting individual children can be discussed at these meetings. Evaluation of the policy will be by reference to the frequency and severity of incidents of unacceptable behaviour. If the policy is working, children will report bullying less frequently, the behaviour of difficult children will improve and classrooms will be more settled working environments for staff and children. 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.

#### **14 Review**

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

# Cubbington C of E Primary School

Our aim is as simple as ABC

**Achieving, Belonging, Caring**

## Our Golden Rules

**A** Accept and follow what adults in school say

**B** Be responsible for what you do and say

**C** Care for and respect everybody and everything

When you behave well you can:

- Receive house points
- Receive merits
- Earn a reward from your teacher
- Receive Christian Value Certificates
- Receive a Head Teacher's award
- Visit Mrs Jenks or Mrs Edmonds
- Visit Mrs Jones

Children who do not follow the rules:

- Lose playtimes
- Complete a think sheet
- Have a letter sent home to parents
- See Mrs Jenks or Mrs Edmonds
- See Mrs Jones
- Have a meeting with parents and Mrs Jones

## Appendix 2 – model text for emails to parents

Class teacher to send the email to the office to be forwarded to the parent/s. Headteacher to be copied in.

### **Internal exclusion – 1<sup>st</sup> or 2<sup>nd</sup> occasion**

Dear \_\_\_\_\_

Unfortunately \_\_\_\_\_ chose to consistently break school rules during a lesson today and spent the rest of the session carrying out a supervised internal exclusion. This is in line with our school behaviour policy. At the end of the lesson they were invited back into the classroom to have a fresh start for the next lesson. This is the \_\_\_\_ time that this has occurred this half term.

I hope that you will support us by discussing this with your child and helping to make them realise that they are continuing to make wrong choices.

I would welcome the opportunity to discuss this with you in person or you may choose to discuss it with your child's teacher if you feel it is appropriate.

Yours sincerely,

(Name)

Class Teacher

Cubbington Primary School

### **Internal exclusion – 3<sup>rd</sup> occasion**

Dear \_\_\_\_\_

Unfortunately \_\_\_\_\_ chose to consistently break school rules during a lesson today and spent the rest of the session carrying out a supervised internal exclusion. This is in line with our school behaviour policy. At the end of the lesson they were invited back into the classroom to have a fresh start for the next lesson. This is the **3<sup>rd</sup> time** that this has occurred this half term.

I hope that you will support us by discussing this with your child and helping to make them realise that they are continuing to make wrong choices.

I would like to discuss your child's needs further so that together we can best support their behaviour and learning. Please contact the office to make an appointment to see me as soon as possible.

Yours sincerely,

Juliet Jones

Headteacher

Cubbington Primary School

### **5 or 10 separate entries in the behaviour log (in one half term period)**

Dear \_\_\_\_\_

Unfortunately \_\_\_\_\_ has chosen to break our main school rules and has received 5 separate time fines. This is in line with our school behaviour policy. This is the \_\_\_\_ time that they have received 5 consecutive time fines this half term.

I hope that you will support us by discussing this with your child and helping to make them realise that they are continuing to make wrong choices.

I would welcome the opportunity to discuss this with you in person or you may choose to discuss it with your child's teacher if you feel it is appropriate.

Yours sincerely,

(Name)

Class Teacher

Cubbington Primary School

### **15 separate entries in the behaviour log (in one half term period)**

Dear \_\_\_\_\_

Unfortunately \_\_\_\_\_ has chosen to break our main school rules and has received 5 separate time fines. This is in line with our school behaviour policy. This is the **3<sup>rd</sup> time** that they have received 5 consecutive time fines this half term.

I hope that you will support us by discussing this with your child and helping to make them realise that they are continuing to make wrong choices.

I would like to discuss your child's needs further so that together we can best support their behaviour and learning. Please contact the office to make an appointment to see me as soon as possible.

Yours sincerely,

Juliet Jones

Headteacher

Cubbington Primary School

### Think Sheet



Name:	.....
Date:	.....
Class:	.....
Teacher:	.....

1. Which school rules did I forget?.....  
.....

2. What did I do?.....  
.....  
.....

3. How did this make other people feel?.....  
.....  
.....

4. What should I have done?.....  
.....  
.....

5. What can I do to put it right?.....  
.....  
.....

Pupil's signature: .....

Teacher's signature: .....

Action Taken:
---------------