



Cowbit St Mary's Church of England Primary School

Behaviour Policy Written Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools for Headteachers and Staff, 2012 updated January 2016) requires the Governors to make and frequently review a written statement of general behaviour principles to guide the Headteacher and other staff in determining policies and procedures, which promote outstanding behaviour. This underpins high standards of teaching and learning, resulting in strong attainment and progress. This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

Policy Aims

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour and regulate pupil conduct
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline, respect and positive relationships
- To prevent opportunities for bullying
- To ensure that through effective self-management pupils complete their assigned work
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

Standards of Behaviour

In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the pupil's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the pupil's developing ability to conform to our behavioural goals.

General Principles

Governors expect the following:

- All pupils, staff, parents, governors, volunteers and visitors to feel safe at all times within a secure and positive learning environment, offsite and onsite.
- Cowbit St Mary's C of E Primary to be an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies.
- Appropriate action, which complies with school policies and procedures by staff to ensure negative behaviour does not affect the attainment and progress of other pupils.
- Pupils, staff, parents, governors, volunteers and visitors to work collaboratively to secure outstanding behaviour.
- Outstanding behaviour to be sustained through clear and shared routines, high expectations and appropriate learning activities, particularly with the younger and new children who start at the school.
- Staff, volunteers, educational providers and visitors to model good behaviour.
- A wide range of agreed and differentiated rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Staff to have the opportunity to undertake appropriate training to secure outstanding behaviour, including the use of reasonable force.
- Staff to know and understand children's circumstances at an appropriate level to provide adequate support.
- Sanctions to reflect individual situations/pupils and the Headteacher is expected to use his discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.

The purpose of sanctions is:

- to promote positive behaviour that enables all students to learn and make progress;
- to demonstrate that misbehaviour is not acceptable;
- to express the disapproval of the school community; and
- to deter other pupils from similar behaviour.

- Significant or sustained negative behaviour to be monitored individually and in partnership with parents and other agencies if required.
- Exclusions, particularly those that are permanent, must only be used as the very last resort.
- Violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school will take appropriate advice and may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- Positive behaviour to be taught and encouraged through the curriculum.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, be understood by the pupils, and differentiated to meet the needs of pupils of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements, and as a signal that the pupils's efforts are valued and that progress matters; it should be designed to scaffold pupils's educational development and confidence.

Classroom Management – *Good to be Green Scheme* see Appendix A

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils 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 through 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 pupils to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Any form of criticism should be a private matter between teacher and pupil with a view to encourage learning from the event.

Rules and Procedures

Rules and procedures should be designed to make clear to the pupils how they can achieve acceptable standards of behaviour. Each class will follow the school's code of conduct and the promotion of Golden Rules will be displayed in each classroom.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the pupils what to do rather than what not to do as in the case of the Golden Rules for good behaviour;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced by all adults in the school;
- promote the idea that every member of the school has responsibilities towards the whole.

Rewards

Our emphasis is for rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping pupils 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 pupils. Rates of praise for behaviour should be as high as for work. Recognition of the following rewards are presented publicly in Awards Assembly.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful consequence. A consequence must be reasonable, the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, special educational needs or disability they might have or any religious requirements affecting them (Section 91 of the Education and Inspections Act 2006)

Staff may discipline a pupil for:

- Any misbehaviour when the pupil is
 - 1) Taking part in any school-organised or school-related activity
 - 2) Traveling to or from school
 - 3) Wearing school uniform
 - 4) In some other way identifiable as a pupil at the school.
- Any misbehaviour at anytime, whether or not the conditions above apply that:
 - 1) Could have repercussions for the orderly running of the school
 - 2) Poses a threat to another pupil or member of the public
 - 3) Could adversely affect the reputation of the school.

The use of consequences (punishment) should be characterised by certain features and must be lawful:-

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher. The headteacher may limit the power to apply particular consequences to particular staff and/or extend the power to discipline to adult volunteers
- 2) The decision to punish the pupil and the consequence itself must be made on the school premises or while the pupil is under the charge of the member of staff
- 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

The schools expect that all staff must make the following considerations:

- Clarity as to why the sanction is being applied.
- Explain what changes in behaviour are required to avoid future consequence.
- Group consequences should be avoided
- Corporal punishment is illegal in all circumstances
- There should be a clear distinction between minor and major offences (as outlined in Stage 1, 2 and 3 offences - see Appendix B
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges and/or playtimes, referral to the Headteacher, letters to parents, fixed-term exclusions, managed moves to a partner school and, ultimately and in the last resort, fixed/permanent exclusions; following referral to the pastoral care procedures (see below) and LA guidelines as in the Lincolnshire Ladder of Behavioural Intervention revised *August 2016*. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions, i.e. time out, loss of break time. It is important that the sanction is not out of proportion to the offence.

Some pupils will need Pastoral Support Plans and the support of the parents, additional support services (BOSS, Pupil Reintegration Team, Working Together Team, etc), mentors and teachers to achieve these goals. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Emotional Behavioural Support Service may be necessary; this possibility should be discussed with the SENDCO and Headteacher.

Sanctions: Off School Site and Out of School Hours

All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, must be referred to the Headteacher, by the beginning of the next school day. On gathering full facts of the incident, the Headteacher will refer to the school's Stages of Behaviour in order to exact a sanction, they will also be required to inform the parent/carers.

Safeguarding of Pupils and Adults

Pupils

If the behaviour of a pupil gives cause to suspect that a pupil is suffering, or is likely to suffer significant harm, staff should follow the Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider

whether a multi-agency assessment is necessary, the Designated Officer for Safeguarding should be informed at the earliest opportunity.

Staff

It is important that staff are protected from harm and the school will implement the following strategies:

- 1) All staff will receive a thorough induction which includes reference to behaviour, safeguarding policy, emergency evacuation procedures and practice, and how to record and report incidents
- 2) Named members of staff will be fully trained in positive behaviour/handling philosophy and strategies (Training will be provided through accredited providers and refreshed on a three-year cycle)
- 3) All staff should be reassured that they have a legal power to use force and lawful use of the power will provide defence to any related criminal prosecution or legal action. Governors/Leaders should support the staff when they use this power
- 4) It is important that staff feel supported throughout the process of an incident. The Governors/Leaders advocate that staff may need space, reassurance and guidance following an incident
- 5) The school supports that all staff do join a trade union in support of their employment rights
- 6) The school advocates that suspension should not be an automatic response when a member of staff has been accused of excessive force.

Whole School Approach

The school will:

- ❖ Organise and lead a whole school behaviour review regularly within the school community. Behaviour monitoring systems will be implemented to ensure that incidents are recorded and responded appropriately, this includes anti-bullying practice (refer to Anti-Bullying Policy)
- ❖ Pursue pupil engagement in activities that enhance positive behaviour through Rights Respecting Charters (UNICEF), 1:1 mentoring, groupwork to develop social skills, buddy systems, anti-bullying work, prefects and school councils, so as to empower pupils to exercise a positive influence on their peers.
- ❖ Arrange and support parent and community activities which will promote positive behaviour and regular attendance e.g. parenting classes, community forums, so that the community has a shared understanding of how it contributes to positive behaviour.
- ❖ Ensure that behaviour is obtained from a range of outside agencies, so that the school makes best use of specialist advice and assistance in the support of its most vulnerable pupils.
- ❖ Arrange INSET opportunities/resources for all staff to use in developing a targeted approach towards.

Operation of Sanctions

All staff will apply sanctions towards inappropriate behaviour in a consistent and measured way (in agreement through staff INSET).

1. Low level disruptive behaviour (Stage 1 behaviour) will be dealt with accordingly by a member of staff, through appropriate classroom management techniques; this may include verbal warnings and time out offered. (Yellow Card)

2. Persistent inappropriate behaviour at Stage 1 / Stage 2 may result in a loss of a playtime, this can be conducted within the classroom or a separate room under the supervision of a member of staff who will decide the length playtime lost. Loss of playtimes aims to promote the reflection of inappropriate behaviour with a solution-focused method of avoiding further conflict. There is an expectation that an apology will be offered to those affected by the incident. At this stage, children may also be placed on 'report'.
3. Where unacceptable behaviour persists (Stage 2 or an escalation to Stage 3) despite the response of appropriate classroom management practice: the pupil will be referred immediately to the Headteacher or named member of staff for 'Reflection Time.' Once Reflection Time has been completed satisfactorily, the aim is to return the pupil back to class ready to access the remainder of the lesson. In extreme circumstances, it may be considered appropriate for the pupil to stay in the office or supervised room to undertake study; this will only be possible if staff are available.
4. Stage 3 offences, in which serious and deliberate levels of violent behaviour are conducted, will necessitate an immediate referral to the pupil's parent/carer(s). The procedure for such behaviour may result in a period of inclusion (5 days maximum Appendix C) in a separate setting with support from a member of staff. Inclusion will be negotiated between staff involved in the incident, and the Headteacher. Where possible, parents will be fully informed of their pupil's inclusion before it is applied. The aim is to provide an inclusive environment within the school, so that the pupil receives his/her full entitlement of education.
5. Where the pupil does not respond to the support of the school/family/other agency, and Stage 3 behaviour persists, it may be decided that a period of fixed term/permanent exclusion will be arranged, but this is a last resort measure and undertaken in consultation with the Headteacher.

Through the implementation of this school behaviour policy, there is an expectation that all pupils' needs will be met by the whole school team.

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 pupil is giving cause for concern it is important that all those working with the pupil in school are aware of those concerns, and of the steps which are being taken in response. The key professionals in this process of communication will be shared between class-based staff and SENDCO with the Headteacher taking ultimate responsibility.

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.

Home/School Agreement

All parents will confirm their support to the school by way of the Home/School Agreement. The agreement summarises the partnership in promoting expectations for the children relating to:-

Curriculum (including homework), Behaviour and Code of Conduct, Equal Opportunities and Attendance and Punctuality.

Equally, the Home/School Agreement outlines the school's promise to parents and their children to secure an excellent educational provision. Parents will sign up to the agreement while their children are registered on the school roll.

This Behaviour Policy cross links with the following:

- Safeguarding Policy including E-Safety Policy
- Anti-Bullying Policy
- Induction Policy
- Code of Conduct Policy
- Allegations Against Staff Policy

At our school we are encouraged to follow the school rules.

We should: Be responsible

Be respectful

Be kind and helpful

Do our best at everything we do

Listen and follow instructions

Be honest.



If we go all day without a yellow or a red card we get a point for being **GREEN**. This is how it works:

GREEN: If we follow the school rules and listen to reminders, our card stays on **GREEN**.

YELLOW: If our teacher has to give us a few verbal reminders to follow the rules we turn our card to yellow -a reminder to focus.

RED: If we continue not to follow instructions we will be put on a red card and have to miss five minutes of playtime.

5 days in a row on **GREEN**- we get a sticker
15 **GREEN** points we get a paper wristband saying *Good Behaviour*. These get handed out on Friday.

30 **GREEN** points we get a **GOOD** to be **GREEN** certificate of congratulation.

50 **GREEN** points: We get to attend a

celebration, like a movie and popcorn!



Our teachers will let our parents know if we get too many red cards or our behaviour is not very good.

Also, we start back on **GREEN** at the beginning of the day and after lunch.

Appendix B: Stages of Recognised Inappropriate Behaviour

Stage	Descriptions of behaviour
<p>1 Yellow Card</p>	<p>Interrupting adults Disturbing other pupils Avoiding work/tasks Does not accept responsibility for behaviour Attention-seeking Moving around class without permission Unwilling to work cooperatively with peers e.g. turn-taking, sharing</p>
<p>2 Red Card Loss of playtime Leading to Stage 3 if persistent.</p>	<p>Throws objects Refusal to follow an adult request Physically inappropriate Intentional harm towards another pupil or threatening behaviour Incites peer conflict Damaging or taking property Refusing to enter/leave class Leaving class without permission Swearing or inappropriate language Verbal abuse towards member of staff or pupil Absconding (remaining within the school grounds)</p>
<p>3 In-school Detention /Inclusion or possible Exclusion (fixed leading to permanent)</p>	<p>Uses inappropriate sexual behaviour Fighting (persistent) Bullying Seriously hurting another pupil Serious and deliberate damage to school/others property Physical assault on a member of staff/pupil Criminal damage Bringing offensive weapons/illegal substances into school Absconding (leaving the school site) Using abusive/racist language/behaviour</p>

Appendix C: Procedures for Pupil Inclusion

It is the school's aim to pursue a variety of strategies that will enable our pupils to access their right to an education. For those pupils who exhibit persistent and unacceptable levels of behaviour within the classroom, it is expected that individual plans of action will be implemented to meet their needs. The school recognises that pupils who demonstrate anti-social practices within the school are vulnerable and may be at risk if their educational and social needs are not supported.

Rationale

Inclusion is one strategy used to help pupils access their education; it serves as a replacement to an exclusion from school. A period of inclusion will be arranged through a process of negotiation between home and school. It is viewed as a short-term measure (maximum 5 days) to give the pupil some time-out from the classroom and usual school routine. Staff will work closely with the pupil to ensure a smooth reintegration back into class. Once referred on to an inclusion, non-attendance for any reason will not count towards placement time; the agreed duration for an inclusion period will continue to stand.

It is not envisaged that inclusion should be used regularly for any one pupil, as this would reduce the effectiveness of the strategy.

Referral Process for Inclusion

1. Following a Stage 3 offence which has a majority staff consensus in favour of inclusion, [this will involve the staff involved in the incident, Senior Leaders/Managers (as appropriate) and Headteacher]. A meeting will take place to agree on an appropriate duration of inclusion period and assigned mentor to the pupil.
2. The pupil's parents will be invited in for a meeting to discuss the incident and inform them of the inclusion process. Reintegration strategies will be discussed and a date of return to class will be agreed. It is expected that other avenues to support the pupil and the family should be pursued if necessary and with family consent, e.g. drawing up a Pupil Strategy Plan, IEP, or referral/s to other support agencies, individually or as a Team Around the Child (TAC).
3. An 'Inclusion Agreement' outlining the details of the inclusion period will be forwarded to the pupil's family for signature and further copies will be kept in the pupil's file, SEN files (if required). Minutes of discussion points/actions to take, will also be confirmed in writing to the family (additional copies to be held in school files).
4. The SLT will be notified of any periods of inclusion.
5. A pupil who is to undergo inclusion will attend school at the later time of 9:00am and finish at 3:00pm. It is expected that a family member will escort their pupil to and from school.
6. The pupil will access the curriculum and have a structured daily routine under close supervision of a delegated staff member. Statemented pupils will have the benefit of working with their assigned teaching assistant. Work tasks will be arranged by the classteacher in order that the pupil does not fall behind in their academic work. All free-time periods will be spent in the inclusion facility and/or on the school grounds, with adult supervision. There will be minimum contact with other pupils during an inclusion period.

7. Parents/guardians may be invited to sit in on an inclusion with their pupil if there is a failure by the pupil to follow the school's code of conduct; this sanction will only be withdrawn when the behaviour of the pupil meets school expectations.
8. Where possible, the assigned staff will accompany the pupil back into the classroom for reintegration, with a gradual withdrawal of support.
9. Pupils beginning inclusion/reintegration will be closely monitored via Report Form or Home/School diary, which will be completed by the appropriate member of staff and home. Monitoring of pupil progress will be reviewed by the classteacher and support team. The results of the Report Form or diary will contribute information towards a revised Pupil Strategy Plan and/or IEP.
10. Throughout the placement, the pupil will engage in a retracking programme, if not already doing so. Appropriate classroom/playground-based targets will be set.
11. Parents will be advised of all arrangements throughout the process of inclusion and retracking.
12. Where a pupil is persistently conducting Stage 3 behaviour, and it is in the majority agreement that an inclusion is not having a desirable effect, a Strategy Plan Meeting will be arranged to consider the next step of action; this may lead to a managed move or as a last resort measure, a fixed/permanent exclusion.

NB: Sending a pupil home will be based on all factual information held by relevant staff members upon the needs of the pupil and the family; this is particularly pertinent in light of pupil protection issues. The decision to send a pupil home will be on the authorisation of the Headteacher.

Home/School Inclusion Agreement

Pupil Name: Class:

Teacher: Support Staff:

Period of Inclusion _____

Home Agreement

I agree that (pupil name), will attend his/her inclusion period punctually at 9.00am and will leave the school site at 3.00pm. He/She will be under the supervision of a member of staff throughout the school day including breaks/lunchtimes. He/She will follow the school's code of conduct and the expectations required:

- ❖ Pupils will be expected to work quietly and sensibly.
- ❖ Pupils will respect the right of others in accessing their work.
- ❖ Pupils will use appropriate language in communication with others.
- ❖ Pupils will ask permission from an adult if they wish to access other areas of the school site.
- ❖ Pupils will comply with adult requests on a first time request.

If my child is unable to meet these requirements, then I will be willing to sit with him/her if requested by the Headteacher.

School Agreement

School staff will ensure that will be supported to access his/her education with an appropriate level of support. He/She will be treated with respect and fairness throughout the duration of the inclusion period. Our staff will work cooperatively with him/her to ensure that the intended aim is for a successful reintegration back into class.

Signed: Parent/Carer

Signed: Pupil

Signed: Teacher

Signed: Headteacher/Member of SLT

Dated

Review

This policy will be reviewed annually.

Approved by Governors ____/____/____

Signed by Chair of Governors

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To be reviewed November 2017