

Cheveley C of E Primary School



Behaviour Policy

Ratified	
Reviewed	
Approved by	Governing Body
CoG	

Behaviour Policy and Statement of Behaviour Principles

At Cheveley Church of England Voluntary Controlled Primary School our behaviour policy reflects our Christian ethos. Our whole curriculum and learning experience is designed to promote the development of character which enables every member of our wide school community (pupils, staff, parents/carers and governors) to make choices for living which benefit themselves, those around them and the whole community.

The character we want to grow is one which values love, promotes joy, lives in peace, is patient, kind, generous and gentle with self and others, faithful to friend and stranger and self-controlled (cf. Galatians 5:22-23a, The Fruit of the Holy Spirit of God). Our behaviour policy is founded on our key school values: the courage always to choose to do the right thing; the faithfulness to each other which encourages us to make positive choices; the hope which enables us to forgive and be forgiven when we choose wrongly; the joy which comes from living in harmony, and the love which inspires our care for the whole school community.

Aims

- Children will be encouraged to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative learning opportunities.
- To enable staff to support children with their behaviour through providing children with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To help our children become intrinsically motivated and act with integrity

At Cheveley C of E Primary School we have a firm, consistent and positive approach to behaviour management, promoting good behaviour at all times. The school community acknowledges the vital role of self-esteem and promoting this is an essential part of our policy. Behaviour is a shared responsibility between pupils, home and school. We welcome home-school communication and outline behaviour expectations clearly in our home-school agreement. It is expected that parents will support the professional judgements made by staff. Class Dojo is an online behaviour management tool that underpins our policy. It is important that children, parents and school staff are able to talk about issues/events which may affect the social, emotional and physical well-being of children at this school.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

- Outline our system of rewards and sanctions

1. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

2. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Mobile phones (please see caveat below)
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Children are not allowed mobile phones in school, although we do recognise that some parents may prefer that children carry a mobile phone whilst walking to and from school. As identified in our Acceptable use of ICT & e-Safeguarding Policy, all mobile phones should be handed into the office before school and collected after school. If we have reason to believe that children have got a mobile phone, then we will search bags and pockets and confiscate phones where necessary.

3. Bullying

Bullying is defined as 'the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power'.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

3.1 Reporting incidents of bullying

At Cheveley C of E Primary school we have an open and honest relationship with our children, who know that they can speak to any adult in school at any time if they have any concerns. Parents are able to contact class teachers in person, via Class Dojo, by telephone or by email and staff will always take any allegations of bullying seriously and investigate them. Staff can raise any concerns with the Senior Leadership Team, or where this is not appropriate, with the Chair of Governors. Incidences of bullying are recorded by the Head teacher.

3.2 Investigating allegations of bullying

All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.

All adults will deal with situations quickly to prevent situations escalating and will follow up what they have said e.g. keeping an eye, follow up discussion etc. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully. If bullying is suspected, we will:

- Talk to the suspected victim, and any witnesses individually.
- Identify the bully and talk about what has happened, to discover why.
- Make it clear that bullying is not tolerated. Teachers are responsible for recording all incidents of bullying that happen in school in the Bullying Log, which is held in the Head teacher's office.

If a child is being bullied or is bullying others, the class teacher will inform the child's parents and the head teacher. The school also record incidents that occur near the school, or on the children's way between school and home, that they are aware of.

3.3 Sanction procedures

When any bullying takes place between members of a class, the teacher will deal with the issue immediately, in accordance with the Cheveley C of E Primary School procedures outlined in section 7 of this policy.

3.4 Support and prevention

At Cheveley C of E Primary School, we instil respect and kindness to others throughout our school curriculum. Children are taught to consider the feelings of others and children have a clear understanding of where to seek support.

Awareness of bullying and strategies for dealing with incidents of bullying are highlighted to the children through Anti-bullying Week activities, PSHE lessons, online safety lessons, RE, drama and English lessons.

Children are made aware of the strategies to deal with low level issues and what to do in different situations, including situations of cyber bullying. Children have access to good quality role models and adults model appropriate response to a wide range of scenarios

Bullying is always taken seriously at Cheveley C of E Primary School and children are given support following any incidents of bullying, including counselling and support for both the victim and perpetrator of the bullying. All parties are involved together to discuss the issues, if this is appropriate.

When dealing with conflict, we:

- Allow children time to sort things out.

- Support and empower children to resolve the conflict and understand their role in the issues.
- Establish an agreement between the children where this is needed.
- Inform parents.
- Follow up with further discussions with individuals as and when appropriate.

4. Training

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

PLEASE SEE THE SCHOOL'S SEPARATE ANTI-BULLYING POLICY

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). The governing board will also review this behaviour policy in conjunction with the Head teacher and monitor the policy's effectiveness, holding the Head teacher to account for its implementation.

5.2 The Head teacher

The Head teacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head teacher will also approve this policy. The Head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Explicitly teaching good behaviour
- Noticing excellent behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents. The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

The children are taught how to apply the Christian values in their daily lives, with a determined focus on the school values of Hope, Faithfulness, Courage, Joy, Love. These values are emphasised during daily Collective Worship and are embedded in teaching and learning.

The school rules are a set of four rules that are clear and concise for every child. These are instilled in our children and are highly valued simple traits:

- Be Kind
- Be Ready
- Be Respectful
- Be Safe

These rules can be applied to all areas of the school day and staff discuss with children what each of these key rules look like in different environments and different situations.

7. Rewards and sanctions

7.1 List of rewards

Positive behaviour will be rewarded with:

- Dojo points
- Messages sent home to parents/carers either verbally or via email or Class Dojo
- Verbal and written praise
- Values Awards each half term – Hope, Faithfulness, Courage, Joy, Love
- Citizen cup at the termly Celebration Assembly
- Special responsibilities/privileges around school

We ensure that the children who consistently make good behaviour choices are well-recognised. Positive reinforcement of behaviour is an essential part of any behaviour policy and one we hold at the heart of our school. There are many children that work hard every day and always behave well and we want to recognise these children with more emphasis.

7.2 Sanctions

We understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. We strongly believe that 'all behaviour is communication' and work to understand what the child is trying to communicate. We recognise that this can be different for every child who has their own needs, so may look different in each individual case.

- As much as all classrooms embody the nurturing ethos, some children who need extra support may access additional nurturing provision. Other children who need more specialised support will

be identified and assessed using a Boxall profile in order to support gaps in their development and reasonable adjustments to their timetable and available resources.

- Children can be identified by class teachers as needing extra emotional support and a discussion will be had with the SENDco and Head teacher. This may result in a children receiving extra support from: play sessions, play therapy, Lego therapy or counselling if appropriate.
- Children who need extra support will have APDR plans. These plans will be written and reviewed by the child's class teacher. They will be reviewed at the end of each half term but can be adapted any time.
- Staff to log behaviour incidents in class behaviour books. online using CPOMS. These are reviewed each term by SLT and meetings are then held to decide the best course of action based on the patterns they have noticed for individual children.
- The context of the situation is to be always taken into account.
- A child is not to be defined as naughty. It should be explained to the child that they have made a wrong choice. You should link your rationalisation about the situation to the behaviour actions and not the child e.g. I don't like the choices you just made, you are better than that.
- Children should be supported through a difficult period by the adults in school and the situation should be viewed as a teachable moment. Children should know that they are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt with it is finished and this needs to be clear to the child.
- Staff to use anger onions to support in the regulation of behaviours.

Exclusions

At Cheveley C of E Primary School exclusions are used only after a range of strategies have failed and when allowing the child to remain in school would be detrimental to the education and welfare of others in the school or after a serious incident involving breaking the law. This is a disciplinary sanction to be used only by the Head teacher or the Deputy in their absence and follows the Local Authority Exclusion Guidance. The Head teacher will immediately inform the parents of the length of exclusion and the reason for it. This conforms to the procedures following the Education Act of 2011. Parents will be given information in writing as soon as possible and will also be told that they have a right to make representations to the Governing Body and the L.A. The L.A and Governors will be informed in writing when a pupil is excluded. Reports of exclusions will be made termly at the meeting of the Governing Body.

It remains our duty to listen to, support and guide children in the first instance. All staff will provide children with an opportunity at each stage to make amends and work with other children and staff to help resolve issues which may affect their behaviour such as friendship disputes and events outside school.

7.3 Off-site behaviour

Children are expected to behave safely on and off site. For school trips and visits, the school's Behaviour Policy will be followed.

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff, and that accusation is shown to have been malicious, the Head teacher will discipline the pupil in accordance with this policy. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.

8.Behaviour management

8.1 Restorative Approach

Our behaviour policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

Our school uses restorative approaches to encourage everyone to take responsibility for their behaviours. All staff will apply these approaches and will apply these to help the children resolve situations in the school. This approach starts with a restorative enquiry, if conflict arrives, over low level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

Traditional	Restorative
What's happened?	What's happened?
Who's to blame?  becomes	Who's been harmed and in what way?
How should we punish them?  becomes	What needs to happen in order to put things right and ensure that this never happens again?

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space. Questions will be first asked to the person who has been harmed and then to the harmer.

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

Explain format:

- Only one person talks at a time.
- No interrupting.

- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality-explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people. Consequences will be appropriate and will be chosen and agreed between all participants involved. To ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables.

Feedback to parents will be given when a child has been harmed. Any member of staff should use their professional judgement as whether the parent of the harmer are informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

Levels of restorative approach:

- Restorative conversations
- Classroom restorative conferences
- Restorative Conferences

8.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

All incidences are recorded by the staff concerned and in consultation with the Head teacher.

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs co-ordinator (SENDCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice may also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year and/or school, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to discuss pupil's individual needs and issues.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

The Year 6 Teacher and the SENDCo will meet with secondary school pastoral teams to discuss any needs of pupils when they transfer to their new schools.

The EYFS staff will make visits to preschools and nurseries as part of the transition for children due to start in Reception in the forthcoming year. They will meet with staff from EYFS settings to discuss

pupil's individual needs and issues to help ensure the right support is put in place for pupil's at the start of their school life.

10. Training

Our staff are provided with training on managing behaviour, and this also forms part of continuing professional development. Training needs are identified during Staff Appraisal and where relevant, training is sought.

11. Monitoring arrangements

Monitoring of behaviour

The behaviour logs for the playground and classrooms are monitored each term and the information is shared with staff. Issues highlighted / raised are used to inform discussions with children and staff and action plans to address these are organised.

Monitoring of the policy

This behaviour policy will be reviewed by staff annually. At each review, the policy will be approved by the Head teacher. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the staff and Head teacher annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying policy
- Safeguarding policy
- SEND policy

The LA Exclusion Guidance is followed as the policy for managing exclusions in school.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort, and the LA Exclusion Guidance outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by staff and the Head teacher.