

Friendship – Respect – Joy – Compassion – Forgiveness – Courage

St Cleopas C of E Primary School

Live, Laugh and Learn



Behaviour Policy

Our School Vision is inspired by this bible verse:

John 13:34 "As I have loved you, so you must love one another, then everyone will know that you are my disciples".

St Cleopas is an inclusive community that nurtures and develops opportunities for lifelong learning on our journey walking alongside Jesus, opening our eyes and hearts to all.

Our School Values: At St Cleopas, we aim to develop all pupils so that they achieve and succeed. This happens in a caring, welcoming and loving environment based firmly on our Christian values:

Friendship – Respect – Joy – Compassion – Forgiveness – Courage

We are a caring community, whose values are built on mutual trust and respect for all. The **school's behaviour policy** is therefore designed to support the way in which all members of the **school** can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. All children need and deserve to be safe, treated with dignity and provided with a space in which they can flourish educationally and emotionally.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

This policy outlines good practice. Positive behaviour does not happen for all pupils; it needs to be worked for and promoted.

Underpinning this policy are the beliefs that behaviour can be and should be taught in school and that adults **"can make a difference"**.

We are fortunate at St. Cleopas CofE Primary School in that the vast majority of our children wish to learn and cooperate with others most of the time. We are also fortunate in that we enjoy the support of our parents. This is vital in the full implementation and success of our policy and actively encourage parental participation in improving behaviour.

AIMS OF THE BEHAVIOUR POLICY:

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 with compassion. We are a friendly and caring community, whose values are built on mutual trust and respect for all. The school 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.
2. The school has a code of conduct shared by all and the primary aim of the behaviour policy is to support its implementation. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy assists the school community in aiming to allow everyone to work together in an effective and compassionate way.
3. The school expects every member of the school community to behave in a considerate and compassionate way towards others.
4. We aim to treat all children fairly and apply this behaviour policy consistently.

5. We aim to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
6. We aim to reward good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive behaviour choices and courage, rather than merely deter anti-social behaviour.
7. We aim to provide a happy, secure and attractive learning environment where confidence can grow and success be experienced and where children can learn free from disruption and anti-social behaviour.
8. We aim to foster a sense of community and help children realise they are part of a big family in which there is mutual respect, shared values between all members and empathy and compassion with those from other races and ways of life.
9. We aim to provide the example whereby the children begin to acquire a set of moral values on which to base their own behaviour, for example, honesty, sincerity, fairness and personal responsibility.
10. We aim to help our children develop a sense of self-discipline and encourage them to accept responsibility for their own actions. To have courage and develop positive friendships.
11. We aim to have high expectations of pupils' behaviour and foster the virtues of tolerance and good manners.
12. We aim to exert an influence on our children to behave in acceptable ways.
13. We aim to promote and maintain an orderly, successful school.
14. We aim to set clearly identified boundaries of acceptable behaviour and respond promptly, consistently and firmly to pupils testing these boundaries.
15. We aim to respect and value the rights of the individual.

Our aims go beyond simply maintaining order, important as that is. We also foster good behaviour by promoting the spiritual, cultural, social, mental and physical development of young people.

We are also aware that many factors have a bearing on the behaviour of young people. The organisation and policies of the school, its physical environment and the overall ethos can all have a strong influence on pupil behaviour.

OBJECTIVES:

The following objectives will help put our aims into practice.

We will try hard: -

- to determine the measures to be taken to promote acceptable behaviour, self-discipline, proper regard for authority and property and respect for others. (See individual classroom rules).
- to determine the measures to be taken to discourage unacceptable behaviour in class and around school.
- to clearly define the role of the teacher and adults in promoting positive behaviour and effective relationships in school.
- to identify the sources and systems of support for the classroom teacher and determine the strategies for the implementation of this support.

THE SCHOOL'S CODE OF CONDUCT

The school rules and Code of Conduct clarify the behaviours expected of our children throughout the school.

The Code of Conduct is clearly displayed around school.

ACCEPTABLE AND ENCOURAGED BEHAVIOUR

The following list is based on a set of shared values and principles. These include: respect for others, for property and the environment; honesty; politeness; trust and fairness; tolerance and compassion; and the virtues of self-respect and self-discipline.

At St. Cleopas CE Primary School, we will encourage pupils:

- to show consideration and courtesy towards each other and all adults.
- To be courageous and take responsibility for their own actions.
- to be helpful, polite, respectful, well mannered, sensible and tidy in appearance. (See Uniform Policy Document).
- to be accepting and attempt to understand others' points of view.
- to be punctual and properly equipped for lessons.
- to enter classrooms, corridors and the hall in an orderly manner.
- to listen carefully and follow instructions.
- to refrain from disturbing others who are working.
- to help maintain a tidy and well organised environment.
- to adhere to high standards of behaviour by following the school's Code of Conduct and Classroom Rules.

It will be expected that children show through their actions and behaviour that they know what constitutes appropriate and acceptable behaviour, that they understand what is expected of them and respond accordingly.

UNACCEPTABLE AND DISCOURAGED BEHAVIOUR

At St. Cleopas CofE Primary School, we will actively discourage pupils whom:

- are disruptive.
- are aggressive, verbally or physically abusive.
- are racially abusive.
- show little consideration, tolerance or respect for other children and adults.
- show little consideration for the classroom or school environment.
- leave the classroom without permission.
- refuse to follow instructions or adhere to the school's Code of Conduct or Classroom Rules.
- disturb Assemblies.
- misbehave during lunchtime and playtime.
- are cheeky, rowdy, defiant, impertinent, disrespectful, loud and aggressive when reprimanded.
- commit acts of vandalism.
- take other people's property without permission.
- mock or make fun of others.
- find amusement in other peoples' misfortune.
- bring into school dangerous implements or weapons.

We have divided unacceptable behaviour into three broad bands:

Level One: Inappropriate behaviour that can be effectively dealt with within a classroom by the teacher. Praise, reward, behaviour targets and sanctions are immediate through the interactive dojo system and Traffic Light Chart used in each classroom. This will be monitored half-termly.

Level Two: More serious inappropriate behaviour that is not easily managed within the classroom environment. The class teacher may involve parents, other staff and the informal involvement of senior staff and the Headteacher. The Traffic Light Chart and CPOMS can be used to log instances of non-compliance and inform meetings concerning a child's conduct.

Level Three: Very serious inappropriate behaviour or persistent Level Two inappropriate behaviour. Formal involvement in the Headteacher and parents. Additionally, Social Inclusion, the EWO (Educational Welfare Officer) and/or other outside agencies may also become involved. This may result in the formal recording of their behaviour, including other agencies involvement on CPOMS.

SANCTIONS FOR INAPPROPRIATE OR UNACCEPTABLE BEHAVIOUR

The school has the legal authority to impose reasonable sanctions where necessary. We will use a hierarchy of sanctions to help discourage children from behaving in unacceptable ways. The sanctions help to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual level/situation.

- The Traffic Light Behaviour Chart will be used as follows:

Green Card = dojo point

Amber Card = playtime detention

Red Card = lunch time detention

- Each session (morning, after break and after lunch), all children will begin on a green card despite potentially receiving a red card on the previous session. All children who remain on a green card at the end of each session will receive a dojo point. All children who remain on a green card for all sessions throughout the week will be able to participate in the class reward.

Steps:

1. **Green Card** - The child remains on the green card for two warnings. Following the first instance of Level One behaviour choices, the teacher will speak to the pupil and provides an explanation of why they have received a warning.
2. **Amber Card** – on the 3rd warning the pupil will receive an amber warning card and a playtime detention. If the pupil continues to make negative choices, strategies will be put in place to support the child to make the correct behaviour choices such as asking them either to move to a place nearer the teacher, or to sit on their own until they regulate their emotions and correct their behaviour. Further reasoning in private may follow. Two chances remain before receiving a red card.
3. **Red Card** – on the 3rd warning. If there is further inappropriate behaviour the child will receive a red card and will be placed on lunchtime detention with a member of the Senior Leadership Team or Headteacher and the parents informed. The pupil will receive a red card on the Traffic Light Chart. NB: pupils can be placed on a red card immediately following Level Two or Level Three behaviours. CPOMs will be used to record this.

N.B. Teachers must not place children on detention unless the hierarchy of sanctions listed above is followed otherwise:

- The effect of detention will be devalued.
- Parents will be unaware of the developing problem.

- The discipline and authority of the teacher will diminish.
- 4. Following 2 further detentions, parents will be contacted by a senior teacher, Deputy Headteacher or Headteacher. It may be deemed necessary for a child to be placed on an agreed behaviour contract and/or a period of 'internal exclusion'. This is where the child will work away from their peers in another year group for an agreed period.
- 5. In cases of persistent unacceptable behaviour (Level 3) and when other sanctions and strategies have been exhausted, a final resort may involve excluding the child from school in accordance with LA and DFE guidelines. Initially any exclusion will be for a temporary fixed term (normally a period of up to 5 days), and if necessary permanent exclusion may be considered by the Governing Body.

The following points are important when inappropriate or unacceptable behaviour occurs and sanctions are considered:

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- The school does 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- If a child threatens, hurts or bullies another pupil, is rude or defiant to adults, the class teacher or senior mid-day assistant records the incident and the child is spoken to and may be withdrawn from the activities. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own Classroom Rules which are 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. If there are incidents of anti-social behaviour, the class teacher can discuss these with the whole class during PSHE.
- Pupils diagnosed with SEN or waiting for a diagnosis may require an Individual Behaviour Plan to support their emotional and behavioural needs.

- All members of staff are aware of the regulations regarding the use of force by teachers, as set out by the DFE, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils/ Use of Reasonable Force 2013
- All members of staff are aware of the regulations regarding the use of searching, screening and confiscation powers a school has in accordance with the Searching, Screening and Confiscation Advice for Schools publication July 2022.
- Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves. Physical restraint is a last resort.
- The actions that we take are in line with government guidelines on the restraint of children: see reporting of incidents in our monitoring and self-evaluation records.
- Teachers may make use of time out and movement breaks or, in persistent cases, a report book, linked to agreed behaviour contract, noting classroom behaviour on a day-to-day basis can be used. The book is sent home regularly for parents to read and sign.
- If a child does not acquiesce to a sanction, the teacher should feel able to consult other members of staff without this being regarded as a failure.

(See Appendix 1 for Behaviours and Behaviour Management Strategies)

REWARDS FOR APPROPRIATE BEHAVIOUR

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children or praise from adults is given.
- Teachers give stickers, certificates and Dojo points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. This is often linked to a selected mode of behaviour the teacher or adult would like the children to target and are clearly stated at the beginning of the lesson. These will include 5 generic positive behaviours to be rewarded:

On task

1. Keeping hands to self
2. Listening
3. Ready to learn
4. Homework
5. Sharing ideas/teamwork

And 5 generic negative behaviours to be sanctioned:

1. Being unkind
2. Not listening
3. Shouting out
4. Messy work
5. Not following rules and routines

- Team Dojo Points are awarded to foster a sense of belonging and cooperation – winning class point targets are rewarded each half-term with a class party and individual Dojo Points are spent purchasing prizes.
- Teachers choose individuals to be their star of the day and provide a certificate.
- Certificates are awarded in assembly.
- Each week teachers nominate two children from each class to be 'Pupils of the Week' and celebrate their achievements in the Pupil of the Week Assembly.
- The school acknowledges all the efforts and achievements of children, both in and out of school during the Pupil of the Week.
- Attendance is rewarded as a class weekly, half-termly and for individuals at the end of an academic year including termly rewards.
- Exceptional work or effort from individuals is rewarded through praise, certificates and stickers from the Headteacher.
- Lunch staff reward good eating habits via certificates and use of a 'golden table'.

THE ROLE OF THE TEACHER AND OTHER ADULTS

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. This role cannot be over-emphasised to help ensure respect for the teacher.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly with respect and understanding and enforces the classroom rules consistently.

Effective teaching and a well-planned and properly resourced curriculum are important factors in motivating pupils and thus reducing the likelihood of disciplinary problems. In addition, we can promote good behaviour in school by considering the following advice:

Teachers and other adults who deal with children should avoid:

- humiliating children, as this breeds resentment.
- shouting and over reacting unnecessarily.
- using blanket punishments, over punishment or public punishment.
- loss of temper.
- sarcasm.
- leaving children outside rooms for long periods of time.
- injustice and hasty judgments.
- labelling the child.
- using sanctions that can be seen to be divisive or unfair.
- making use of children to administer sanctions or to inform on their peers.

In addition, adults should attempt:

- to deal with Level 1 behaviours themselves by applying this policy.
- to use humour and distraction techniques to refocus.
- allow time and space for the pupil to self-regulate before discussion begins.
- to keep calm.
- to listen.
- to establish authority calmly and firmly being assertive but not aggressive.
- to support the pupil to name the behaviour and their emotions and to actively support understanding.
- to apply rules fairly, inclusively and consistently to all, to give praise often for appropriate behaviour.
- to get to know their pupils, to plan well to meet learning needs.
- to provide opportunities for all children to experience success.
- to arrange the classroom materials and furniture to avoid disruptions and maximise efficiency.
- to be proactive rather than reactive when possible.
- to provide a quality learning environment for the children in the widest sense.
- to obtain support from colleagues, particularly for Level 2 behaviours.
- to obtain parental support.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SENDCo or LA Inclusion Support Team. Individualised internal and/or external support to be established if required including an Individual Behaviour Plan.

The class teacher reports to parents 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.

Finally, teachers and other adults should insist upon acceptable standards of behaviour and adherence to the school's Code of Conduct and Classroom Rules.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher, under Section 89 of the Education and Inspections Act 2006, 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 Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of inappropriate behaviour on CPOMS.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour.

For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

THE ROLE OF PARENTS

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules and expectations in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. This is further exemplified through the Dojo system, where parents can access information on how well their children are behaving online and at any time.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the senior leaders including the Deputy Headteacher and/or Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented – see Complaints Policy.

THE ROLE OF THE GOVERNING BODY

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school positive behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

EMERGENCIES

In an emergency the teacher should escort the pupil to the most accessible senior member of staff or Headteacher.

If the class cannot be left or the pupil refuses to co-operate, the teacher must send a reliable pupil with a message to a senior member of staff or Headteacher. The teacher will then leave the classroom accompanied by the class leaving the senior member of staff or Headteacher to deal with the pupil.

On occasion, it may be required to remove the class from the classroom for the safety of all children and leave the pupil with responsible adults in the room.

If a child goes missing or leaves the classroom without permission, inform the Headteacher or Deputy Headteacher immediately.

FIXED-TERM AND PERMANENT EXCLUSIONS

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 15 days in any one school year. The Headteacher may also exclude a pupil permanently.

It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher permanently excludes a pupil or for a period of more than five days, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

MONITORING

The Headteacher and/or Senior Leader, monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of inappropriate behaviour. The class teacher records minor classroom incidents using the tracking system and/or CPOMS, whereby notes can be added to the online system. The Headteacher and Deputy Head record those incidents where a child is sent to them on account of unacceptable behaviour. We also keep a record of any incidents that occur at break or lunchtimes. Lunchtime supervisors report immediately to class teacher, senior leader as appropriate and provide written details of any incident in the lunchtime logbook.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

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

EVALUATION

Our success is tested not by the absence of problems but by the way we deal with them.

In evaluating the behaviour of our children, we should especially look out for:

- the extent to which they demonstrate good habits of work and behaviour.
- the degrees of self-discipline and mutual support they practice. (We are very often impressed by the way our children support, praise, encourage and enjoy each other's work).
- their self-confidence, for example when they meet visitors or help younger pupils.
- the standards of courtesy displayed to one another, to staff and visitors.
- their behaviour to non-teaching staff. (We need to take every opportunity to demonstrate our support of and commitment to working together with non-teaching staff - especially the lunchtime supervisory assistants. Children and their parents need to know that we have the same expectations in relationships with all staff).
- any tension between ethnic or other groups (St. Cleopas CofE Primary School finds it absolutely essential to deal thoroughly with any examples of racism).
- aggressive behaviour or bullying.
- effects of behaviour on the quality of learning and the overall work of the school as a community.

REVIEW

The staff and Governing Body review this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendices

Appendix 1.

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

On occasions the usual strategies for dealing with behaviour do not seem to work. There are times, when for no apparent, obvious reason, the 'chemistry' of the class is such that there seems to be lots of bickering and arguing - lots of problems with relationships.

Sometimes the problems do not relate to a group but to a particular individual.

What follows is a list of suggestions that might prove to be useful:

- Deal with inappropriate behaviour - to ignore is to condone.
- Do not react, address the problem calmly and avoid confrontation.
- Defuse, distract, deflect and de-escalate strategies.
- Start by listing what the child has been doing that is particularly upsetting or disruptive - establish the facts.
- Consider the things that make you angry.
- Consider the things that you find unacceptable about the child's behaviour and explain to the child.
- Consider where and when the inappropriate or unacceptable behaviour occurs, and who does it involve?
- Consider what the child seems to gain from behaving in this way?
- Consider if the child likes to get the teacher "going"?
- What have you tried that helped with the problem?
- What positive behaviour is there in the child whom you would like to encourage?
- What changes would you like to see?
- How would you prioritise those changes?
- What improvement would you like to see most?
- How might you begin to deal with that most important problem?

It is important to think through the problem carefully and work out a strategy. Try to take control of the situation back into your hands. Reduce the number of surprises when you have to make snap judgments - work out a Classroom Behaviour Management Plan and put it into practice.

Appendix 2

LUNCH TIME DISCIPLINE PROCEDURE

Children who misbehave at lunchtime and break the rules are initially warned verbally about their behaviour. The Lunchtime Supervisor will impose sanctions when necessary. Loss of playtime (lunchtime detention) or referral to the Headteacher, Deputy Headteacher or Senior Leader may be appropriate.

Repeated or further incidents are recorded in the Lunchtime Log Book. This records the name, class and nature of the incident. A serious or persistent negative behaviour will result in parents being informed explaining the past record of behaviour. The letter issues notice that unless the child's attitude and behaviour improve, they will receive a second and a third and final warning. If there is no improvement the Headteacher and parents will arrange for the child to go home at lunchtime.

The Headteacher will determine the period of time that this sanction will be imposed.