



Cringleford Church of England VA Primary School

Behaviour Policy

Policy Type:	Statutory Policy
Approved by:	Full Governing Body
Date Adopted by LGB:	Pending Review Spring 2022
Review Date:	December 2022
Person Responsible:	The Headteacher

This behaviour policy has been written to support the school's overall aims and values.

Our school's mission statement is as follows:

'Cringelford CE VA Primary Schools aims to serve its community by providing an education of the highest quality within the context of Christian belief and practices. We will do this within a creative, caring and secure environment, where everyone aspires towards excellence.'

One of our goals is to:

'Treat everyone with equal consideration and respect, including those from all faiths or none.'

Our school motto is **RESPECT. BELIEVE. ACHIEVE.**

We encourage our pupils to have a good understanding of our core Christian values – respect, forgiveness, creativity, compassion, responsibility, friendship and courage.

The aims of this behaviour policy are:

- To develop in all pupils a sense of self-discipline and an acceptance of responsibility for their own actions
- To promote excellent behaviours for learning e.g. pupils who are collaborative, creative, curious, resilient, resourceful and reflective
- To ensure consistency of response to both positive and negative behaviour
- To create conditions in which excellent learning can take place

The school aims to create an environment to encourage consistently good behaviour.

Modelling good behaviour

All staff will teach, encourage, promote and model good behaviour in school by explaining and demonstrating the behaviour they wish to see e.g.

- Good manners
 - Please and thank you
 - Not interrupting
 - Not insisting on being first
 - Holding open doors
 - Welcoming visitors to the school
- Respect for others, the building and equipment
- Listening to others
- Self-control
- Behaving in an orderly manner and moving around school sensibly
- Good working habits

The best way to teach positive behaviour is through staff acting as role models and through praising pupils who display the expected behaviour. All staff will promote the following 'Joy of Not Knowing' behaviours for learning: resilience, creativity, curiosity, reflective, resourceful, collaborative, hard-working.

During PSHE and RE lessons, as well as within general classroom lessons and interactions, pupils are explicitly taught how to become good members of the community. They also learn how to empathise with others, manage their emotions, solve problems, deal with conflict and manage anger. In these sessions teachers support pupils to raise their self-esteem, boost confidence, deal with friendship issues, as well as tackling topics such as bullying and racism.

Collective Worship and assembly time are used to explicitly teach Christian values and further enhance and sustain a sense of community and a positive school ethos.

Throughout the whole curriculum pupils are taught to collaborate, listen and respect each other's opinions.

Physical Environment

The physical environment plays a vital part in setting high expectations and ensuring pupils from all social, cultural and religious backgrounds feel valued. This includes:

- School / classrooms being visually stimulating and kept tidy and free from clutter
- Resources being labelled and organised in a way that is practical and accessible
- During the first week of term staff and pupils will discuss the children's right to learn (without undue distraction and disruption) and the rights of staff and children to fair treatment and respect. Negotiated class rules and rights and responsibilities are discussed during the first week of the academic year and displayed and referred to throughout the year in the classroom.
- Ensuring there are good quality displays of pupils' work as well as 'Working Walls' to support learning
- Careful consideration given to where individuals sit and who they sit next to
- Furniture being arranged to allow for maximum learning to take place and enough space made available for pupils to move around the classroom comfortably and access resources
- Good quality teaching resources
- Adults role-modelling good organisation e.g. resource management, how exercise books are given out to avoid disruption etc.
- Teachers being responsive to the need for reasonable adjustments for individual needs.

High quality teaching and learning

All staff will consider how the year group's curriculum will impact positively of children's enthusiasm for learning and engagement in their work.

This will be done by:

- Demonstrating enthusiasm for learning and for the subject
- Planning interesting lessons which are appropriately designed to meet the needs of all pupils
- Making effective use of resources and support staff, if available

The way lessons are delivered will impact on pupils' interest and engagement in their learning. Staff are encouraged to deliver lessons with a sense of:

- Pace – keeping the class and learning moving forwards
- Clarity and purpose
- High expectations –expecting children to do their very best

Expectations of all staff

In line with our school staff conduct policy, we expect to see -

- Building strong relationships between staff and pupils

(Bill Rogers, an Australian Educator and Professor of Education, states that it is very important to recognise that the more teachers work at relationship-building, the easier it is to teach and control the classroom. Pupils accept correction and direction far more positively when the relationship is based upon mutual respect.)

- Setting clear boundaries, high expectations and regular routines
- Catching children being good and rewarding them for it
- Praising positive behaviour
- Focusing on the behaviour and not the person
- Use non-verbal signals as much as possible
- Controlling your voice, tone and volume (shouting is not effective)
- Waiting for silence
- Giving clear choices (...You can either do...or...)
- Giving calm down time
- Ignoring some secondary behaviours
- Avoiding sarcasm, humiliation, inappropriate threats
- Listening to what children say and not jumping to conclusions
- Remembering blank sheet principle at the beginning of a new lesson or day
- Being firm and fair and as consistent as possible
- Smiling

Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.

—Paul Dix—

Rewarding and celebrating good behaviour

The school has high expectations of our pupils and their behaviour. Our aim is that children expect, as a matter of course, to follow the classroom rules negotiated at the beginning of each school year.

The school praises pupils for good learning and good behaviour at every opportunity. We want pupils to recognise that the rewards that come from the praise they get from both staff and parents gives them confidence and makes them feel proud of themselves. Staff should strive to ensure that the giving of rewards is balanced, fair and equitable.

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

Whole school -

- Verbal praise for good learning behaviours and core values
- Immediate recognition of success
- Sharing good learning and outcomes
- JONK Certificates given in Friday's Celebration Assembly for recognition of good work, behaviours for learning or demonstrating the school's core values.
- Headteacher's Class(es) of the Week - the headteacher will present the 'Headteacher's Class of the Week' certificate to one or more classes, after nominations by class teachers for

excellent behaviour or a special contribution during the week e.g. a class assembly, outstanding behaviour on a school trip

- Cups for achievement or for a special contribution to the school

Class -

- Hoorays - Staff members may reward the whole class for special achievements and effort, resulting in a 'hooray'. Examples include:
 - a walk to a local park
 - watching a film

Hoorays are unlikely to take place more than once each half term.

Ways of tallying a class' progress towards a reward might include a reward chart or by placing marbles in a jar. Each time a pupil deserves a reward, one marble can be placed in the jar. When the jar is full the class has earned its 'hooray'.

- Above and beyond display – (see below) each class will display the names of children who have achieved 'above and beyond'.

Individual –

- Parents of children who have gone significantly 'above and beyond' in their learning, behaviours, conduct or in some other way will receive a personally written card of praise.

Teachers will also use other way to motivate and encourage pupils to behave well and will share successful strategies with colleagues.

Consequences of poor choices

Consequences are structured to ensure that pupils can be encouraged and supported in improving subsequent behaviour. Consequences should be immediate (not carried over to the next day or across a weekend) effective, fair and consistently applied, but some flexibility in the use of consequences may be needed to take account of individual circumstances. This is likely to be the case when dealing with some SEND pupils or pupils who have an 'Individual Behaviour Plan' (for pupils whose consistently poor behaviour is causing concern).

Support and Intervention and Individual Behaviour Plans will be drawn up by class teachers and members of the Senior Leadership Team, with involvement of parents and sometimes external agencies.

The majority of unacceptable behaviour is discouraged through a verbal warning by the adult present at the time of the occurrence. All adults in the school have an equal responsibility to remind pupils of behaviours and to expect pupils to conform.

Stop and Think!

In each classroom adults will use visual reminders to enable children to consider how their behaviours are affecting others. Stop and Think cards / display will be used to quickly and quietly indicate that behaviours need to stop or be changed without interrupting the teaching/flow of the lesson.

When appropriate, the adult will speak to privately to the child about the reason why their behaviours have resulted in a Stop and Think reminder. If further reminders are required, the adult will indicate with a single and then double line underneath.

If this stage is reached, the child will be asked to stay back at the next break (playtime / lunchtime / end of day) to speak with the teacher – this will involve a reflection and restorative discussion. If this occurs at break or lunchtime, the child must be allowed at least 5 minutes outside / toilet or snack time. At the end of the day, dependent on the age of the child, the teacher may inform them that they will miss some of the following day's playtime.

This should be recorded in CPOMS (software for monitoring safeguarding, pastoral and well being concerns) as this will support further conversations eg frequency, patterns (linked to days of the week, time in the day, subject, adult present) and potentially support the writing of a behaviour plan or when seeking support from other professionals.

Regular Stop and Think discussions and reports may result in the adult and child meeting with the Headteacher, Assistant Head or Inclusion lead and could lead

If a child has a violent outburst or disrupts the class in an unacceptable way the Headteacher or a member of the Central Leadership Team should be sent for. A red card may be used for this.

Parents will be consulted whenever their co-operation or intervention is thought to be beneficial to the situation in hand or if a very serious situation arises. We expect parents to support the school's policies and guidelines for behaviour. Ultimately, we are aiming to encourage children to take responsibility for their own actions and develop strategies of self-discipline.

Serious types of behaviour

Certain types of behaviour will not be tolerated by the school. These include:

- Any form of Bullying *
- Swearing
- Verbal abuse or threats towards other children or adults
- Aggressive or violent physical behaviour
- Leaving the school premises without permission
- Vandalism
- Any form of discrimination, including racial or homophobic discrimination
- Sexual harassment including sexual comments, jokes, behaviours and online sexual harassment
- Possession of any prohibited items

*Please read the school Anti Bullying Policy

Such behaviour will be investigated quickly by adults supervising the child at the time and may result in exclusion. The class teacher will contact the child's parent to let them know what the child has done and to warn them that repeated incidences of the behaviour could result in an internal exclusion* or, ultimately, a fixed term exclusion from school. An internal exclusion would involve a pupil being isolated from the rest of the class, supervised by a senior member of staff, and set appropriate work to do for an extended period of time e.g for the morning. For children causing continuous problems at lunchtime, exclusion for the lunch hour may be imposed.

Any incidents of behaviour (listed above) will be logged on the CPOMs system.

Approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Sexual Harassment and Safeguarding policies for more detail.

Off-site behaviour

Teachers have the ability to discipline pupils if seen misbehaving outside of the school premises 'to such an extent as is reasonable'. Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Physical Intervention

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 (see appendix 3 for a behaviour log)

Confiscation

The law allows school staff to confiscate a pupil's property if it is inappropriate in school. The school will hand back any confiscated items to the parents of the child at the end of the day. Note – weapons and knives would be handed to the police.

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

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

- To ensure a smooth transition to the next year, all pupils will have transition sessions (move up day) with their new teacher(s). In addition, staff members hold transition meetings between themselves to talk about any specific needs and strategies.
- 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.

Taking account of SEN, disability and circumstances of vulnerable pupils

In discussion with the SENCo/Inclusion lead and parents, the school will seek to make reasonable adjustments to the application of this behaviour policy where it is felt that a child's behaviour is a consequence of their needs. Advice will be sought from external agencies on best outcomes where required.

Exclusion

Children may be excluded for a fixed period of time as a result of one event or a series of behaviours. Schools may exclude a child if

- Allowing them to stay in school would seriously affect their / other pupils education or welfare.

In such cases, the school will follow the exclusion protocols which are set out by the LA under the DfE expectations <https://www.gov.uk/government/publications/school-exclusion>

It is only the Headteacher who can exclude a child. The Chair of Governors would be informed immediately of the decision to exclude.

Any child, including those on the SEND record can be excluded.

The school will contact parents / carers on the day to inform them that an exclusion will be given. A letter will be written and copied to the parents explaining the periods and reason for exclusion, the parents duty during the days of exclusion to ensure that the child is not present in any public place during normal school hours. If the child is excluded for longer than one day, the school will set learning to complete at home and return to school.

On the first day back from an exclusion, the child, parent and Headteacher will meet to discuss the decision and expectations of returning.

Permanent exclusion will only occur when all interventions for support have been exhausted and the school believes they are unable to meet the needs of the child.

Staff training and development

We are committed to keeping our staff updated with any changes to advice and approaches. Our staff are provided with training on managing behaviour, including proper use of restraint, as part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher, staff and full governing body annually. At each review, the policy will be approved by the headteacher.

Links with other policies

This behaviour policy is linked to the following policies:

Safeguarding Policy

Anti-Bullying Policy

Sexual Harassment guidance