



Behaviour Policy Cockfield CEVC Primary School

Aims and expectations

We are a caring community, whose values are built on Christian values of 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.

Aims

- To promote a safe and secure school environment where everyone feels happy
- To promote good relationships, and good interaction with others
- To ensure that all children will be treated equally
- To ensure that our children become responsible and independent members of our school community and good citizens in the future

Expectations

The school expects every member of the school community to behave in a considerate way towards others at all times. We expect them to:

- Respect other people's and the school's property
- Respect each other
- Respect others' opinions, cultural and religious beliefs
- Listen to others
- Take responsibility for own actions
- Speak politely and use appropriate language

For our children

Our 4 rights:

We have the right to feel safe; to be able to learn; to be treated fairly and to have a voice.

Our 6 golden rules of responsibility for good behaviour:

- We are kind, polite, helpful, and aware of others' feelings
- We listen carefully to others without interrupting them
- We look after our own and other people's belongings
- We try our best, work hard, and learn from our mistakes
- We treat other people the way we would like to be treated
- We always tell the truth

Promoting appropriate behaviour

Our children are usually very well behaved and a credit to the school. When they go on school trips, members of the public regularly comment on how well behaved they are. We have a clear policy on promoting appropriate behaviour. Our main principle is that whenever possible intervention should be on the basis of reward rather than punishment.

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

- through verbal or written praise
- with stickers, stamps, smiley faces and house points with half termly prizes for the winning House.
- The Head teacher gives medals for an exceptional attitude to school or work, or contributions to school life etc on a termly basis.
- through charts in the classroom, 'WOW walls' in the school.
- by displaying work (artist, writer, mathematician of the week)
- in a WOW Assembly
- by sending a pupil to share good work or behaviour with another member of staff, or sending a copy of good work home
- through reports, newsletters and messages home
- through postcards home to parents termly
- through privilege, special tasks etc

The school enjoys celebrating achievements and acknowledges all the efforts and successes of children, both in and out of school.

Sanctions for Inappropriate Behaviour

Inappropriate behaviour is dealt with in a variety of ways and must always be seen as being appropriate to the situation and the children involved.

1. A warning will be given for inappropriate pupil behaviour and an explanation given. This may be visual or verbal, or both.
2. The pupil concerned will be removed from the activity in the classroom
3. The pupil will be removed from the classroom with a member of (adult support) staff.
4. If the pupil continues to display inappropriate behaviour, the Head teacher will talk to the child and contact parents to discuss the behaviour

Playtimes & Lunchtimes

The safety of all children is paramount in all situations.

A card system will be used to support both staff and pupils.

- A red card for immediate adult help will be sent by those on duty through a child to another adult.

Any wasted time in lessons will be made up during playtimes always under supervision, but with consideration for the child's needs, as all children need breaks.

Guiding principles are:

- distinctions must always be drawn between minor and serious offences
- the sanction must be seen as 'wiping the slate clean'
- there must always be light at the end of the tunnel
- children must be given the opportunity to explain their version of events/reasoning behind their actions
- children and adults should not be humiliated

Children regularly discuss aspects of behaviour in assemblies and PSHE lessons. Teachers begin each new term by revising the class 'rules' which are formulated with the children and

displayed on the wall of the classroom. In this way, every child knows the standard of behaviour that we expect in our school

The school does not tolerate bullying of any kind. This includes cyberbullying, which may occur outside of school but has an impact in school. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. 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 him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher

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. Class rules will be written and agreed with the children at the start of the school year. If the class rules are broken despite warnings or reminders, sanctions such as a loss of 5 minutes, 10 minutes or the whole playtime will be enforced by the class 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 role of the Head teacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by setting the standards of behaviour and by supporting staff in the implementation of the policy.

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

The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Following these actions the Chair of Governors will be notified as soon as is practicable.

Parental involvement and participation

The school welcomes parents and encourages them to take an active part in their child's education through formal and informal exchanges, home/school diaries, shared reading, parent helpers, family and music assemblies and special events.

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.

If the school has to use reasonable sanctions to discipline 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 Head teacher in the next instance. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

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 Head teacher in carrying out these guidelines.

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

Physical Containment

On rare occasions there is no alternative to restraining pupils physically, in theirs' and others' interests and safety. In such instances no more than the minimum necessary force should be used, taking into account all of the circumstances. Such interventions should be made only when they are likely to succeed. Desirably, more than one adult should be present (although this is not always possible). Physical restraint is normally necessary only to prevent a pupil causing harm to him or herself or to others, seriously damaging property, when verbal commands will not control the behaviour. The purpose of intervention is to restore safety and restraint should not continue for longer than is necessary. Physical contact and restraint should never be used in anger, and staff should seek to avoid any injury to the child. They are not expected to restrain a child if by doing so they will put themselves at risk. Staff dealing with them will be trained in proper and safe methods of restraint, e.g. Schoolsafe training. All children need handling with sensitivity and only trained school staff should address their needs.

Records of Support for Social Emotional and Mental Health Difficulties

A child's behavioural difficulties may necessitate opening an SEN Profile.

Targeted Support for SEN

If a child's usual classroom behaviour shows signs of needing additional support or intervention the class teacher, SENCO and Head teacher will discuss possible underlying causes and possible strategies. Parents will be consulted and class based targeted support will be instigated. (See SEN Local offer)

Specialist Support for SEN

If the situation is not resolved within the classroom, external help (e.g. the Advisory Teacher for EBD) will be sought through the SENCO. An individual behaviour plan will be implemented.

The further stages will be implemented if necessary, following the school's SEN policy and guidance from the LA in accordance with the SEN Code of Practice.

Fixed-term and permanent exclusions

Exclusion should be a very rare occurrence. It should only be used as a last resort and only in response to serious breaches of the school's policy on behaviour or of criminal law. It should be clear that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school.

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher 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 Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The governing body has a discipline committee. 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 Head teacher must comply with this ruling.

Nurture Groups

From time to time the Head teacher and staff may identify pupils who would benefit from additional support via a nurture group. Such groups would help develop confidence and raise self-esteem and/or develop collaboration and cooperation with their peers. Any such group will be led by the SENCO and the progress and outcome of any nurture group will be closely monitored by the SENCO and the Head teacher. Parents will be consulted if their child is identified as a pupil who would benefit from attending such as group and feedback will be given to parents on a regular basis.

The Head teacher will also from time to time use Forest School activities as a means of addressing nurturing/behavioural issues. A small group of children, with parent's permission, will engage in outdoor activities.

Monitoring

The Head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of misbehaviour.

The Head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded, and reports to the governing body.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. 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.

Signed _____ Headteacher

Signed _____ Chair of Governors

Date _____

Review Date December 2018