



# Calow Church of England (V.C.) Primary School

## Behaviour Policy

### 1. INTRODUCTION

High expectations and standards of behaviour are essential in order for Calow Church of England (V.C.) Primary School to achieve its vision of being a place where children can achieve their full potential, friendship thrives and in which there is a partnership between teacher and child, based upon trust, respect and a Christian ethos of mutual care and consideration.

The purpose of this document is to establish the principles upon which behaviour management at our School is based and to make clear what strategies should be adopted to ensure that high standards of behaviour are achieved and maintained. The policy is linked to the School's implementation of Unicef's Charter of Rights for Children. It is in accordance with Department for Education 'Behaviour and Discipline in Schools' advice (January 2016) and the School's legal duties under the Equality Act 2010 in respect of safeguarding and pupils with special educational needs.

### 2. AIMS

The aims of implementing this policy are:

- to develop positive relationships between children and between children and adults;
- to encourage children to acquire increasing independence and to take on responsibility for their own actions appropriate to their age and maturity;
- to establish consistency of approach to behaviour throughout the School;
- to prevent bullying;
- to ensure high standards of behaviour which contribute towards effective learning and the creation of an orderly community within the School;
- to ensure that pupils complete assigned work.

### 3. PRINCIPLES

The following principles underpin our practice in implementing behaviour management strategies, and in ensuring that Calow Primary is an orderly, caring environment in which children feel valued, safe, secure and able to enjoy their learning.

- Every teacher has the right to teach free from disruptive behaviour.
- Every child has the right to learn undisturbed by disruptive behaviour.

Children are expected to treat adults with respect. To achieve this:

- Every adult should demonstrate a genuine care and respect for each child as an individual, modelling the quality of relationships that they expect from the children themselves – this applies to their relationships with other adults as well as with children.
- Positive reward and praise are at the heart of each classroom's ethos and are the norm rather than the exception, as children respond better to positive than to negative treatment.
- Recognition of good conduct is more effective than correction of bad conduct.
- Children are involved in drawing up and agreeing a set of rules to ensure that their classroom can be a happy learning environment.
- There are clear consequences, both rewards and sanctions, linked to the class rules (see Appendix One). The ultimate sanction is exclusion in accordance with DfE statutory guidance (see Appendix Two).
- Consequences are fairly and consistently applied to all children.

- In all circumstances the teacher remains calm and does not respond to misconduct in an aggressive or uncontrolled manner.

#### 4. 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, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

#### 5. CLASSROOM MANAGEMENT

At the beginning of each new academic year all classes are asked to agree a code of conduct based on suggestions made by the children. Classes are expected to adhere to the code of conduct they have themselves devised.

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

#### 6. INCLUSION

At Calow Primary we recognise that behaviour may be affected for a variety of reasons, for example, attention seeking due to feeling insecure or isolated; power seeking; revenge seeking because they don't feel valued and then take it out on those who are doing what they want to be doing. Some of this behaviour may lead to bullying and should be dealt with as part of the School's anti-bullying policy and procedures.

Behaviour difficulties may be as a result of a child's Special Educational Needs and should be addressed in consultation with the Teacher responsible for Inclusion, in accordance with School's guidelines on S.E.N.D and the Equality Act 2010.

Where possible staff should adhere to the School's policy on Inclusion so that all pupils are included where appropriate and removal from activities are for specific reasons such as Health & Safety considerations.

#### 7. REWARDS

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children 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 children. Rates of praise for behaviour should be as high as for work. Refer to Appendix One for an outline of rewards.

## 8. SANCTIONS

The law allows teachers to discipline pupils whose conduct falls below the standard which could reasonably be expected of them (Education and Inspections Act 2006). To be lawful any sanction must satisfy the following:

- The decision to apply a sanction must be made by a paid member of school staff or a member of staff authorised by the Headteacher
- The decision must be made on the school premises or while the pupil is under the charge of the member of staff
- It must not breach any other legislation and it must be reasonable in all the circumstances.

At Calow Primary 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 sanction and should be characterised by the following:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions must be proportionate; ranging from expressions of disapproval, a verbal reprimand, through withdrawal of privileges, missing break time, referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following Department for Education guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

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 Behaviour Support Service may be necessary. This possibility should be discussed with the Headteacher.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. Staff must follow guidelines on the use of reasonable force.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Confiscated property should be returned to the pupil or their parent; and

2) **Power to search without consent** for "prohibited items" including:

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

## 9. PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES

Teachers have the power in law to discipline children for misbehaving outside of the school premises. This should be when a child is:

- Taking part in a school organised or school related activity
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Behaviour that could have repercussions for the orderly running of the school; poses a threat to another pupil or member of the public; or could adversely affect the reputation of the school.

In all cases the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## 10. 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 child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

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.

## 11. EXPECTATIONS

In our School we want:

- A purposeful happy atmosphere
- Positive, co-operative, caring and thoughtful attitude towards others
- Everyone to be responsible for personal actions
- Children behaving appropriately following a consistent code of acceptable behaviour.
- Parental support and co-operation.
- Polite and well mannered responses.
- Respect for property and the environment.
- Children achieving their best and feeling proud of being part of Calow Primary School.

We expect children to:

- Always do their best and allow others to do the same.
- Treat others kindly with respect.

- Respect School property and the environment.
- Be truthful and honest.
- Follow instructions carefully.
- Behave appropriately following rules.
- Have good manners.
- Air their views fairly.
- Take a pride in their own achievements and School.
- Be helpful to others.
- Move through School quietly and in a safe manner.

We ask for parents' help by:

- Showing an interest in what their child does in School.
- Co-operating with and supporting school policies.
- Being aware of schools expectations and reinforcing these.
- Encouraging independence and a sense of responsibility in their child.
- Letting school know if there is an emergency or any problems, which may affect their child's well being.
- Help with home learning.
- Labelling children's clothes to avoid conflict over lost items.
- Letting us know if parents are unable to make set appointments.
- Encouraging their child to talk about any problems and share these with older pupils i.e. House Captains/Playground Pals/School Council.

## 12. MONITORING

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports 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 misbehaviour. The class teacher records minor classroom incidents. We also keep a record of any incidents that occur at break or lunchtimes: Mid-day Supervisors give written details of any incidents in the incidents book.

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.

## 13. 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.

Policy approved by Governors: 27<sup>th</sup> April, 2009

Policy Review: January 2011; January 2013; January 2014; September 2016

## APPENDIX ONE

### **Code of Conduct**

We respect each other.

We respect the property of others.

We care for the school and its surroundings.

We line up quietly in the playground to come into school sensibly.

We walk in school.

We keep the school clean and tidy, so that it is a place to be proud of.

We look after school books and equipment, putting them back where they belong.

We work to the best of our ability.

We speak politely to everyone, children and adults.

We help others.

We want the school to be a happy, healthy place where we can all learn.

We want Calow Church of England (V.C.) Primary School to be proud of us, now and in the future.

### **When we have done well we may:**

Receive a Gold Award.

Be awarded a Headteacher's certificate.

Be given a house point.

Be given a sticker, including Headteacher's Award.

Be told how well we have done.

Receive a Mid-day Supervisor's certificate.

Be sent to the Headteacher's office for praise.

Our parent/guardian will be informed.

Be given a merit badge.

Show good work to staff and/or other children.

### **If we have done what we should not we may:**

Lose house points.

Miss part of playtime.

Have to complete unfinished work.

Write a letter of apology or explanation.

Have to go to another class or be sent to the Headteacher's office.

Our parent/guardian will be informed.

Be excluded from school.

## APPENDIX TWO

### Key points about Exclusion from DfE Statutory Guidance

- Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
- Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.
- Schools should have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.
- All children have a right to an education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion, and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.
- Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).
- An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment. This payment will go to the local authority towards the costs of providing alternative provision.
- Whether or not a school recognises that a pupil has special educational needs (SEN), all parents (or pupils if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.
- Excluded pupils should be enabled and encouraged to participate at all stages.