

Behaviour Policy

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AIMS AND OBJECTIVES OF THE SCHOOL BEHAVIOUR POLICY

Cranmere Primary School regards the Behaviour Policy as pivotal to developing each child as an individual and to develop his/her potential to the fullest. It is expected that the whole school community is committed to the promotion and development of positive behaviour for all pupils. We will continually monitor the progress and development of this policy, taking into consideration the needs of our school community. This policy outlines the range of strategies used to enable pupils to behave well and the and sanctions used when pupils misbehave.

Our Aims Are:

- Promoting and rewarding good behaviour through our teaching of the 6Rs: responsibility, resourcefulness, respect, resilience, reflectivity and reasoning.
- To create an environment that encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To teach that our expectations of excellent behaviour extend beyond the school gates into children's lives in society.

At Cranmere Primary School we are committed to ensuring the welfare of all pupils and to ensure there is no bullying or discrimination. We are especially aware of the needs of some children who may need special support for behaviour and we will seek support where necessary to support those children. This support can be from parents, families as well as external agencies within the LA.

STATEMENT OF PRINCIPLES

The Head, SLT, staff and Governors at Cranmere Primary School and Nursery value good behaviour and see the school's role as enabling its pupils to act wisely and responsibly, making the choices which will lead them to becoming thoughtful and reliable citizens, respecting others regardless of differences in race, ethnic origin, gender orientation or disability. The profile of the whole school community is affected by continual good, considerate behaviour both in and outside the school's premises. Good behaviour in school leads to increased levels of achievement and enjoyment for all pupils at Cranmere. Vulnerable children, including looked after children, children with special education needs, physical or mental health needs, will receive behavioural support according to their need.

COMMUNICATING THE BEHAVIOUR POLICY

The Behaviour Policy is owned by and shared with all staff and is accessible to the school community via our school website. The purpose of this is to share our common goals of achieving consistent positive behaviour choices in and around school. Our expectations are also made clear during discussion in PSHE/circle times, collective worship, assemblies and notification through school newsletters.

STANDARDS OF BEHAVIOUR

The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals and standards.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of our 6Rs, and of honesty and consideration. It follows that acceptable standards of behaviour are those which reflect these principles.

Bullying

Bullying is an extremely unpleasant behaviour that we work very hard to ensure is not part of the daily life of our school. We recognise that it can have a very negative impact on children's self-esteem, their capacity to learn and their general happiness. Therefore it will not be tolerated in any instance, including online bullying, commonly known as Cyber-bullying, which is as serious as bullying carried out in a face to face manner and is addressed accordingly.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- embody our 6Rs and make specific reference to them on a daily basis
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote honesty and courtesy through example
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all, whatever their age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

Our Home/School Agreement, which is sent home annually, states our beliefs about the duties and rights of staff, parents and children.

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

Classroom Management

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 when appropriate, 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 learn 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, wherever possible, to avoid resentment.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;

- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

To ensure continuity of approach across the school, each class will use a system of yellow, orange and red faces and stars as part of their display. See Appendix 1

Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common 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. We employ a number of different reward schemes, which include-

- Stickers and certificates
- Visits to the Headteacher or Deputy (with names in newsletter)
- House points
- Class reward schemes
- Friday morning celebration assembly (children's names feature in the school newsletter)
- Golden time reward

Sanctions

The head extends the power to apply sanctions for poor behaviour to all members of the school staff. Although 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, disapproval is a powerful punishment. Sanctions will be applied for failing to follow a school rule or failing to follow the instruction of a member of staff, or for any other reason that causes the pupil's behaviour to fall below the standard which could reasonably be expected of him/her. Behaviour that endangers the safety of children or adults will result in the most serious sanctions.

The use of punishment should be characterised by certain features:-

- 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 punishments should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be made clear that it is the behaviour rather than the person that has caused the sanction to be applied.
- Sanctions should not be automatic, but should take into account individual needs, age and understanding.
- Wherever possible, sanctions will be applied that are logical consequences of the inappropriate behaviour (e.g. completing missed homework at Homework Club, writing a letter or apology to another child or adult or being banned from a club following misbehaviour there).
- Where appropriate, sanctions will be used to put right the harm caused.
- No sanction will be used that is humiliating or degrading.
- Sanctions will be used in a calm and controlled manner.
- Children will be taught to take responsibility for their own actions by linking the concept of sanctions to the concept of choice.

Sanctions range from expressions of disapproval, through withdrawal of privileges and time out of play to referral to the Headteacher, letters to parents, interviews with parents and, ultimately and in the last resort, exclusion (following the LA 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.

Fixed term and permanent exclusion

Exclusion, whether fixed term or permanent, will never be used lightly and will only be used when all other sanctions have failed and/or for serious breaches of the behaviour policy. Exclusions may also be used when it is considered that allowing the pupil to remain in school would be most likely to harm the education or welfare of the pupil or others in the school. Persistent refusal by a pupil to do as instructed by an adult may also result in exclusion as we are then unable to guarantee the safety of the pupil or others.

We recognise the legislative changes which took place in September 2007, namely the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of the exclusion and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or the Deputy Head in the absence of the Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant it.

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. In an effort to support communication with parents when a child has lost some Golden Time, their parent will be informed.

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.

Discipline of Pupil Misbehaviour Outside of School.

Cranmere Primary School recognises its legal right to regulate the behaviour of pupils when they are outside school, in order to protect the reputation of the school and secure behaviour which does not threaten the health, safety or emotional wellbeing of pupils, staff, or members of the public or cause damage to property owned by the school or the public.

Unacceptable behaviour which occurs on the way to or from school, on school trips, or on other occasions outside school will be sanctioned as deemed appropriate if the headteacher believes that the reputation of the school is at risk. If the behaviour is deemed as criminal, the school will consider its duty to notify the police.

Use of Force

Reasonable force may be used to prevent a pupil doing, or continuing to do, any of the following:

1. Committing any offence
2. Causing personal injury to, or damage to the property of, any person (including the pupil himself/herself)
3. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

This applies both on site and off school premises where the member of staff has lawful control or charge of the pupil. See our physical contact and intervention policy for further information.

Confiscation of a Pupils Property

Property will only be confiscated when it is being used to cause disruption in school, or when the appearance of it in school is in contravention of school rules.

It will be returned to the owner or their parent/carer after a reasonable time – usually at the end of the school day.

Searching Pupils

The Education and Inspections Act 2006 gives schools the statutory right to search pupils if they are suspected of concealing weapons or illegal drugs. Should, in an exceptional case, we suspect a pupil to be concealing a weapon or stolen property, we reserve the right to use our discretion whether to carry out our own search or involve the police to carry out the search, depending on the age of the child and the perceived risk to personal safety.

Our school policy is to contact the police in all cases of dangerous weapons or illegal drugs being brought into school.

Taking Account of Individual Pupil Needs

The factors below will be considered to take account of individual pupils' needs and circumstances when applying the school's Behaviour Policy, regarding, in particular: race, religion and culture and SEN, disability and the circumstances of other vulnerable pupils.

Race, religion and culture

We will:

- ensure staff members are well informed about cultural differences in behaviour and their implications.
- support newly-arrived pupils in understanding and following the behaviour policy.
- take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.

Racist harassment will not be tolerated at Cranmere, whether it be by children, parents or members of staff. Any such incidents should be reported immediately to the Headteacher or Deputy head, who will make a record in the Racist Incidents logbook. They will deal with the matter by following the school's policy on Racial Equality. The frequency of any such incidents will be reported by the head to the full governing body termly and the governing body will inform the local authority annually of the pattern and frequency.

SEN, Disability and Vulnerable Pupils

We will:

- make reasonable adjustments in the application of our behaviour policy to disabled pupils.
- make special educational provision for pupils whose behaviour related learning difficulties call for it to be made.
- ensure that all those in contact with the pupil know what has been agreed.
- make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- enlist the help of specialist agencies such as Behaviour Support to make an assessment and suggest additional strategies.
- consider whether the behaviour we are witnessing is indicative that a child's home circumstances require investigation and the support of Children's Services, following our Child Protection policy.

Allegations against school staff

In the instance of pupils making allegations against school staff, the Headteacher will consider the seriousness and the likelihood of the allegations being based on fact when notifying the Area Education Officer. Staff will not be automatically suspended pending investigation.

The Headteacher will appoint a senior member of staff with responsibility for the pastoral support of the member of staff against whom the allegation has been made.

In the case of an allegation against the Headteacher, the Chair of Governors will take responsibility for liaison with the Area Education Officer and for appointing a supporter.

Staff's rights	Staff's responsibilities
<p>To know that all staff adhere to the school behaviour.</p> <p>To expect the cooperation of pupils' and parents in maintaining an orderly climate of learning.</p> <p>To expect pupils to respect the rights of other pupils and adults in the school.</p> <p>Not to tolerate abusive or violent behaviour by pupils or parents/carers.</p> <p>To be clear about the limits of staff members' disciplinary authority and to engage outside partners, such as children's services and policy, as appropriate.</p> <p>To have access to support and training on behaviour management to improve their practice.</p>	<p>To treat all children fairly and with respect, raising their self-esteem to develop their full potential.</p> <p>To provide a challenging and interesting and relevant curriculum in a safe and pleasant environment, physically and emotionally.</p> <p>To use rules and sanctions clearly and consistently.</p> <p>To be a good role model.</p> <p>To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.</p> <p>To establish and clearly communicate the measures to ensure good order, respect and discipline.</p> <p>To support, praise and, as appropriate, reward pupils' good behaviour.</p> <p>To apply sanctions fairly, proportionately and reasonably – taking into account of SEN, disability and the needs of vulnerable children – and offer support as appropriate.</p> <p>To ensure pupil safety and well-being, including preventing bullying and dealing effectively with reports and complaints about bullying.</p> <p>To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.</p> <p>To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate, to arrange reintegration interviews for parents/carers at the end of a fixed period exclusion.</p>

Pupils Rights	Pupils Responsibility
<p>To contribute to discussions on the school behaviour policy.</p> <p>To be taught in environments that are safe, conducive to learning and free from disruption.</p> <p>To expect appropriate action from school staff to tackle any incidents of bullying, violence, discrimination or harassment.</p>	<p>To treat others with respect.</p> <p>To take care of property and the environment in and out of school.</p> <p>To co-operate with other children and adults. To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</p> <p>To act as positive ambassadors for the school both in and outside of school.</p> <p>Not to bring inappropriate or unlawful items to school.</p> <p>To show respect to school staff, fellow pupils, school property and the school environment.</p> <p>Never to denigrate, harm or bully other pupils or staff.</p> <p>To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support.</p>

Parents Rights	Parents Responsibility
<p>To contribute to the development of the school behaviour policy</p> <p>To expect their children to be safe, secure and respected in school</p> <p>To appeal to the Headteacher/governors, and beyond that to the Secretary of State, if they believe that the school has exercised its disciplinary authority unreasonably</p> <p>To be kept informed about their child's progress, including issues relating to their behaviour</p> <p>To be listened to when complaining about the way the school has handled an issue and to receive a fair and prompt response.</p> <p>To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel</p>	<p>To respect the school's behaviour policy and the disciplinary authority of the school staff</p> <p>To help ensure that their child follows reasonable instructions by school staff and adheres to school rules</p> <p>To send their child to school punctually every day, suitably clothed, fed and rested</p> <p>To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm</p> <p>To be prepared to and work with the school to support their child's positive behaviour</p> <p>To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour and support a resolution</p> <p>To adhere to the terms of any Parenting Contract Order relating to their child's behaviour</p> <p>If their child is excluded from the school to ensure the child is not found unsupervised in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion</p>

We expect you to:

- ✓ Be respectful to all children and adults around the school.
- ✓ Respect your own and other people's property.
- ✓ Behave responsibly around the school and at break times.
- ✓ Work hard in lessons and not distract others.
- ✓ Be reflective about your actions and make good choices.

Consequences of unacceptable behaviour:

Step 1

An adult will verbally remind you of the expectations of the school. You will be placed on the orange face. If misbehaviour continues...



Step 2

You will be put on the red face and you will miss **5 minutes** of your golden time. If misbehaviour continues...



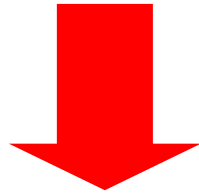
Step 3

You will be given time out in your classroom and miss a **further 5 minutes** of your Golden time. If misbehaviour occurs again...



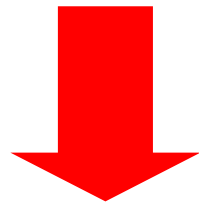
Step 4

You will be sent to your keystone leader and you will lose a playtime.
Your parents will be told of your behaviour.



Step 5

You will be sent to Mrs Murphy. You will lose a lunchtime play or another privilege and your parents will be called. You may be put on behaviour report. If misbehaviour continues....



Step 6

You will be sent to Mrs Daniels. **Your parents will be called and you may be removed from your classroom or sent home.** This will result in an out of class exclusion or a fixed period exclusion from school.

If you hurt someone on purpose, you will instantly be sent to Mrs Daniels or Mrs Murphy as either step 5 or 6.