Behaviour Policy

Cavendish C of E Primary School

Approved by:	[Name]	Date: [Date]
Last reviewed on:	[Date]	
Next review due by:	[Date]	

Contents

....

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management

- **Define** what we consider to be unacceptable behaviour, including bullying

- Outline **how pupils are expected to behave**

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Cavendish C of E Primary School staff will model good relationships and behaviour for children and their families at all times to enable this policy to be the most effective it can be.

We have a shared understanding that children need to develop three behaviours that are essential for life. It is accepted that each of the behaviours impacts on the other two.

- **Learning Behaviour** – promotes the confidence to investigate and question, the imagination to create and develop, and the ability to communicate and evaluate in order to refine and improve, and the persistence and concentration to keep on task.
- **Social Behaviour** – enables a person to listen and respond appropriately, with empathy and understanding, to adapt their behaviour to suit different people and situations, and to have the confidence to put forward their own point of view whilst respecting other's rights and responsibilities.
- **Conduct Behaviour** – develops a feeling of self-discipline which enables individuals to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Good behaviour is expected in our school; this includes politeness, courtesy, thoughtfulness and respect towards others and care of the school environment.

Good behaviour involves being aware of different situations and being able to adapt to them

Good behaviour is the intention to 'do the right thing' even when it goes wrong, and the intention to improve on current levels of behaviour.

Learning Behaviour

Learning Behaviour has the following objective as outlined by the Rose Report 'Essentials for Learning and Life'

"Children have the skills to learn effectively. They can plan, research and critically evaluate, using reasoned arguments to support conclusions. They think creatively, making original connections and generating ideas. They consider alternative solutions to problems."

We will work to develop and extend these skills so that children learn how to:

1. Investigate, ask relevant questions, identify problems, analyse and judge the value of information and ideas and questions and assumptions.
2. Plan systematically using time and resources effectively, anticipating, talking and managing risks.
3. Create and develop, using their imagination to explore possibilities and generate ideas.
4. Try out innovative alternatives, look for patterns, recognise differences and make generalisations, predict outcomes and make reasoned decisions.
5. Communicate, interacting with different audiences in a variety of ways using a range of media.
6. Evaluate, developing criteria for judging work and suggesting refinements and improvements.

Social Behaviour

We expect children to develop a wide range of social skills that allow them to get on well with each other. Children will learn to work and play cooperatively and collaboratively alongside all other children, accepting the differences that might be present. Any form of bias, discrimination or prejudice will be actively prevented. Children will learn to take turns and share, developing the ability to state their own views and needs whilst respecting the fact that others may not share those same views.

Children will learn to negotiate and use strategies to resolve disputes and conflicts.

Children will learn that different behaviours are appropriate to different situations.

Children will be taught to show remorse when mistakes are made and show forgiveness of others.

Conduct Behaviour

We expect children to develop good manners and a caring attitude to others. This can be shown in how we relate to and speak to others and how we behave in and around the school. For example we let others through doorways first, we say please and thank you, we offer to help others, we move around the school safely and quietly, we look after equipment and so on.

Developing good conduct is also part of learning how to behave in order to be trusted, it is expected that children can be trusted.

Unacceptable behaviour is anything that prevents others from getting on with their main purpose in school – that of teaching and learning.

Unacceptable behaviour is anything that leads other children to feel unsafe or insecure.

Unacceptable behaviour is anything that is deliberate or persistent to make another child unhappy.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
    -

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

It is vital that we reward and recognise achievement in all guises and this includes good behaviour and / or improved behaviour, good effort and good progress.

All members of our school community attempt to spot good behaviour and tell someone in order for this behaviour to be recognised and used as a model to others.

Staff reward achievement in the following ways, but this list is not exhaustive:

1. Congratulations and praise is given honestly and openly.
2. Classes work towards a class achievement to earn special treats.
3. Dojo points are given out to celebrate good work or behaviour at the point that it happens.
4. Stickers are used by a range of staff for good work or good behaviour across the school.
5. There is a weekly rewards assembly where star pupil certificates are given out for good conduct, effort or work across the week – this is chosen by the class teacher.

7.1 List of rewards and sanctions

As well as the above positive behaviour will also be rewarded with:

- Praise
- Phone calls home to parents praising achievement or good behaviour. We would expect to see two phone calls home a week per class.
- Class Dojo points
- Class Awards: Each class teacher will decide how many points a class has to achieve to obtain a class reward. A Class reward is something enjoyed by everyone – ie extra play time, wearing PJs to school etc Teachers should aim that a Class Reward be given once every half term / term
- In EYFS good behaviour and work will also be shared on Tapestry

There will be times when children make mistakes and sanctions and rules are in place to identify mistakes and deter their reoccurrence.

The school rules are as follows:

1. **We will respect each other and be kind. Kind hands, kind feet and kind words.**
2. **We will work hard and always try our best.**
3. **We will listen and follow instructions.**
4. **We will be sensible when we move around the school, to keep safe.**
5. **We will respect our environment and equipment, including using the internet safely.**

To praise good behaviour staff will endeavour to spot occasions when children are being good and will give praise and rewards to encourage others to follow the good example.

There are some children for whom these rules need to be adapted. These could be children with special educational needs or specific behaviour issues. Where this is the case the sanctions and consequences that are listed below maybe changed. If this is the case this will be explained to other members of the school community as far as is considered prudent by the headteacher.

We use assertive discipline which recognises the importance of celebrating the positive expectation: Children displaying negative behaviour will be encouraged to follow suit.

The sanctions are as follows: **Throughout the school**

1. The adult will give you a warning and talk to you about improving your behaviour.
2. If the poor behaviour continues you will be moved to another area of the classroom.
3. If poor behaviour still persists you will be sent to another teacher's classroom and the class teacher will alert the parent either using a Dojo message or a telephone call. The Senior Teacher / Headteacher will also be alerted and if deemed appropriate you will have a conversation with them
4. Any serious misconduct will be dealt immediately by alerting the person in charge. Parents will always be informed if this happens.

Serious incidents are recorded on CPOMS.

To deter unacceptable behaviour when a child is dealt with it will be swiftly, firmly and fairly.

It is important that the child knows why the behaviour was unacceptable and is given an opportunity to explain and make amends.

It is also important that the victim of the unacceptable behaviour understands how it has been dealt with.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

8.2 Physical restraint

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)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinators will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

This policy also recognises that for some children the rewards and sanctions as set out will not work due to a disability / impairment. If this is the case an Individual Behaviour Plan will be drawn up and shared with all relevant staff, children and parents.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. *Where additional support is identified training will be sought to ensure that all staff teaching children with additional needs will have the support that is required.*

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full Governing Body every two years. At each review, the policy will be approved by the headteacher and ratified by the governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Governing Body every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy
- Curriculum Policies

Review Date: May 2024

Next Review Date: September 2024

Appendix 1: written statement of behaviour principles

- **Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others**

- **All pupils, staff and visitors are free from any form of discrimination**

- **Staff and volunteers set an excellent example to pupils at all times**

- **Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy**

- **The behaviour policy is understood by pupils and staff**

- **The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions**

- **Pupils are helped to take responsibility for their actions**

- **Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life**

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full Governing Body every two years.

Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date