

Behaviour Policy

Date of Policy: Spring 2018

Policy Review date: Spring 2021

Signed:

Headteacher:

Signed:

Chair of Governors:

Equality Statement

In our school, we are committed to eliminate discrimination and advance equality of opportunity for all those with 'protected characteristics' under the Equality Act 2010, in relation to age, disability, ethnicity, gender, gender reassignment, maternity and pregnancy, religion and belief, sexual identity and marriage and civil partnership status. We will endeavour to foster good relations between all.

(Our full Equality Statement can be found on the school website)

Clapham Terrace Community Primary School and Nursery

Behaviour Policy

(To be read in conjunction with our policies on Anti-Bullying, Drugs and Healthy Schools)

1 Introduction

- 1.1 This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on exclusions.
- 1.2 We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.
- 1.3 Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

2 Aims and objectives

- 2.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 2.2 The school has a Code of Conduct as part of our Home School Agreement (See Appendix A), but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- 2.3 The school expects every member of the school community to behave in a considerate way towards others.
- 2.4 We aim to treat all children fairly and to apply this behaviour policy consistently.
- 2.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.
- 2.6 The school aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

3 Rewards and sanctions

- 3.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers praise children for considerate, positive behaviour in such a way as to underline its value to our school.
 - Teachers award house/team points for particularly good behaviour..
 - We award house points to the children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
 - All classes participate in a weekly achievement assembly where they are able to show examples not only of their best work a Star Learner is nominated from each class and a number of other awards are celebrated.

3.2 The school uses a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to be attentive in lessons. If they are consistently inattentive, teachers may move them to a place in the room where they can be overseen more easily or move them to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task or activity.
- If a child is disruptive in class, the teacher will verbally reprimand them. If a child misbehaves repeatedly, we may isolate the child from the rest of the class, under supervision, until they calm down and are prepared to comply with the teacher's expectations that they will work co-operatively alongside others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- E-Safety is taught throughout the curriculum in school and it is regulated through the E-Safety policy. Sanctions for breaches of E-Safety are set out in the E Safety policy.
- If a child threatens, hurts or bullies another child, the class teacher records the incident in the school bullying log or the behaviour incident log and the child is sanctioned by a withdrawal of privileges, such as leisure time. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation of the parents.

3.3 Unacceptable behaviour will always be dealt with firmly and fairly. Most children respond to reminders about appropriate behaviour. We:

- Remind children of our Code of Conduct in the Home School Agreement.
- Notice good behaviour as it occurs and draw attention to it.
- Ignore attention seeking behaviour as far as possible.
- Always give children the opportunity to make amends.

Sometimes these actions do not resolve behaviour concerns and further action is necessary. Whenever possible, in discussion with a child involved we attempt to:

- Check the child understands what he/she is in trouble for.
- Establish their understanding that the behaviour is unacceptable.
- Discuss the effects the behaviour has on others.
- Examine strategies for avoiding the same situation in the future.
- Encourage the child to think of alternative strategies.

In considering any type of sanction staff will ensure it is in proportion to the offence.

Sanctions for minor infringement may include:

- Repetition of a task if appropriate.
- Completion of assigned work or additional work.
- Isolating the child from the class.
- Removal from scene of disruption to another supervised area.
- Withdrawal of a privilege e.g. loss of break/lunchtime either whole or part.

All teachers follow the same stages of positive behaviour reinforcement as well as following a consistent approach to sanctions as listed below:-

GREEN

All children start each day on green.

Children have the chance daily to move to **SILVER** or **GOLD**, positive reinforcement of correct behaviours is encouraged at all times. However for those children who need reminders the following warning systems are in place:-

Stage 1 **WARNING- LOWER ORANGE**

The teacher will warn the child to stop and change their behaviour. The warning will make clear what the expectation is.

Stage 2 **2nd WARNING - UPPER ORANGE**

Teacher applies relevant sanctions depending on incident. Children are moved to TOP orange if they haven't responding to their warnings whilst on bottom orange.

Stage 3 **RED**

Time out in a partner class. (Some children have specific behaviour support plans and going to a partner class isn't an affective strategy, these children are highlighted on the SEN register.

- Partner classes are as follows:

Reception	→	Year 1
Year 1	→	Year 3
Year 2	→	Year 4
Year 3	→	Year 5
Year 4	→	Year 6
Year 5	→	Year 2
Year 6	→	EYFS

- Following a child being sent to a partner class, the child will spend playtime or lunchtime in 'Respect time'. Respect Time is a time where the child is asked to reflect on their behaviour and think about how they need to modify it. SMT are made aware of children who are in respect time.
- When a child is sent to Respect Time, the teacher on duty enters their name onto a class register. If a child's name appears 3 times in a half term, the parents of the child will be invited in to school to discuss the child's behaviour.
- Where possible we will ensure that parents/carers are kept fully informed about any concerns and the sanctions employed.
- Children are rewarded with five minutes additional playtime on a Friday if they have remained on Green or lower orange (1 warning only) all week
- Children who have been on 2nd Orange or red at any point during the week are not given an extra 5 minutes , these children spend this 5 minutes in the library with a member of staff , reflecting on why they were moved to upper orange or red.

LUNCH TIME SYSTEMS

- Children can earn green cards at lunchtimes for good behaviour, this includes good behaviour in the dining room as well as out on the playground.
- When children have collected 8 green cards , they exchange these for a prize from the prize box , this is kept in the
- If children are misbehave over lunchtime ,they are given a warning . If they don't respond to this warning they are given a red card. These red cards are recorded , the MDS who has issued must inform the class teacher and a member of the SMT. The child is removed from the playground and the incident is investigated .
- 3 red cards in one half term leads to a week away from the playground .

3.4 The school has a code of conduct, the children agree to this by signing the Home school agreement at the start of each year. Every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

- 3.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear of any kind from others.
- 3.5a The children are taught explicitly what they should do to prevent bullying. The HIGH 5 approach is displayed clearly around school and is referred to in assemblies. 1- Ignore 2- Talk friendly 3- Walk away 4-Talk firmly 5- Report . All staff are aware of this approach and the children are encouraged to use it when solving problems.
- 3.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document *Guidance of the Use of Force and Physical Intervention 2014*. Teachers in our school do not use any kind of physical force as punishment. They will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children. All teachers receive Team Teach training every 3 years.

4 The role of the class teacher

- 4.1 It is the responsibility of class teachers to ensure that the code of conduct is enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 4.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.
- 4.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 4.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher or SMT.
- 4.5 Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's Special Educational Needs Co-ordinator (SENCO) discuss the needs of a child with the STS. Formal records are made.
- 4.6 The class teacher reports to parents and carers about the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

5 The role of the headteacher

- 5.1 It is the responsibility of the headteacher, 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 headteacher to ensure the health, safety and welfare of all children in the school.
- 5.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 5.3 The headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4 The headteacher has the responsibility for excluding individual children for fixed periods, for serious acts of misbehaviour. Only in very exceptional circumstances will permanent exclusions will be considered. The head teachers will always inform the Governing Body about any fixed term exclusions which have occurred, and will, whenever possible, consult with the Chair of Governors before any decision is taken to permanently exclude a child from the school. (See Section 8 below)

6 The role of parents and carers

- 6.1 Our school requests that parents and carers enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor

behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

- 6.2 We explain the school rules in the school prospectus, and we expect parents and carers to understand and support them.
- 6.3 We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 6.4 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the headteacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

7 The role of governors

- 7.1 The governing body has the responsibility of agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- 7.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

- 8.1 We are an inclusive school and do not, in general, believe that primary age pupils should be excluded, other than in very particular circumstances. These would be:
 - a) when a pupils continuing presence in school puts at risk the safety of other pupils, members of staff or themselves.
 - b) when sanctions within school have been exhausted and have proved ineffective - e.g. where a pupil has a history of violence, and in-school sanctions have had little effect on the behaviour.
 - c) when exclusion would be in some way in the best interests of the pupils concerned. (eg when exclusion is considered the most effective sanction in bringing about a change in the pupil's behaviour)
 - d) when the learning of other pupils is unavoidably and continuously disrupted by pupils' behaviour, and the pupil concerned cannot be adequately supervised elsewhere in the school.
 - e) (an additional consideration) - when there is a lack of co-operation from the parents in ensuring that the 'in school' sanctions will be effective.
- 8.2 The school follows the national Exclusions from Maintained Schools, Academies and Pupil Referral Units in England Statutory Guidance, published by the DCSF in January 2015, and has regard to the standard national list of reasons for exclusion. Currently, schools and local authorities must make full-time educational provision for excluded pupils from day 6 of their exclusion. Parents and carers must ensure their child is not present in a public place during the first five days of an exclusion, and headteachers have a duty to offer the parents or carers a reintegration interview in respect of certain fixed-period exclusions.
- 8.3 Only the headteacher (or the acting 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 this.

- 8.4 If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 8.5 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.6 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 8.7 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 8.8 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- 8.9 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

9 Monitoring and review

- 9.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour, all records are in the class behaviour log. The class teacher records classroom incidents. The headteacher records more serious incidents which have resulted in his/her involvement. We also keep a record of any significant behavioural incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the behaviour log.
- 9.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the governing body to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and discrimination; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools* (published by The Commission for Racial Equality), and that no child is treated unfairly because of race or ethnic background.
- 9.5 The governing body reviews this policy every three 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:

Date:

Home School Agreements Appendix A

Our Code of Conduct

We, at Clapham Terrace, expect all children and adults to:



Be polite, considerate and value each other

Listen to others and be listened to

Be honest and always tell the truth

Keep themselves and others safe

Respect all property and the environment

Do their best at all times



Home-School Agreement Early Years

We, the adults responsible for children at **home** and at **school** want Clapham Terrace Primary School to provide a safe, supportive and stimulating learning environment in which each child is treated as an individual and the needs of all are considered.

We will encourage children to do their best, to behave appropriately and to take pride and pleasure in their own and others' achievements.

We look forward to **working together** on a basis of mutual respect and help our children become confident and enthusiastic learners.



Agreement for the School/

To help every child at school we will do our best to

Name of Class Teacher

Signed : _____

Date : _____

Treat children with respect

Make the school a happy, caring and successful place

Encourage children to do their best at all times

Meet the learning needs of all children through providing an appropriate and exciting curriculum

Encourage children to follow the school rules and code of conduct

Actively welcome parents/carers into the life of the school

Inform parents/carers about what we aim to teach

Inform parents/carers of their child's progress and discuss this with them in a spirit of partnership

Never talk about children & their families to other parents or carers

Agreement for the Parents/Carers

To help my child at school I will try my best to

Name of Parent/Carer: _____

Signed : _____

Date : _____

Make sure my child arrives in school on time and is collected on time

Make sure that my child attends school regularly

Inform the school if my child is absent

Check my child's book bag. Read the Newsletter and other correspondence and return all permission slips for any activity promptly

Support my child and give encouragement in all his/her learning at school and at home

Encourage my child to follow the school rules and code of conduct

Attend teacher/parent meetings and read reports about my child's progress

Speak to someone in school if there are any school matters that concern me

Encourage my child to do his/her best at all times

Agreement for the Children

To help me do well at school I will do my best to

Name of Child : _____

Do my best at all times

Make school a happy place for everyone

Be polite and helpful to other children and all adults

Come to school regularly and be on time

Our Code of Conduct

We, at Clapham Terrace, expect all children and adults to:



Be polite, considerate and value each other



Listen to others and be listened to



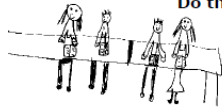
Be honest and always tell the truth

Keep themselves and others safe



Respect all property and the environment

Do their best at all times



Clapham Terrace - Laminaton Spa - Warrington - CV34 4L7



Home-School Agreement

Key Stage 1

We, the adults responsible for children at **home** and at **school** want Clapham Terrace Primary School to provide a safe, supportive and stimulating learning environment in which each child is treated as an individual and the needs of all are considered.

We will encourage children to do their best, to behave appropriately and to take pride and pleasure in their own and others' achievements.

We look forward to **working together** on a basis of mutual respect and help our children become confident and enthusiastic learners.



Agreement for the School

To help every child at school we will do our best to

Name of Class Teacher: _____
Signed: _____
Date: _____

Make the school a happy, caring and successful place

Encourage children to do their best at all times

Meet the learning needs of all children through providing an appropriate and exciting curriculum

Never talk about children & their families to other parents or carers

Encourage children to follow the school rules and code of conduct

Encourage children to look after their belongings and surroundings

Actively welcome parents/carers into the life of the school

Inform parents/carers about what we aim to teach

Inform parents/carers of their child's progress and discuss this with them in a spirit of partnership

Provide opportunities for all children to work to their abilities and strengths

Encourage children to learn outside school

Treat children with respect

Agreement for the Parents/Carers

To help my child at school I will try my best to

Name of Parent/Carer: _____
Signed: _____
Date: _____

Make sure my child arrives in school on time, is collected on time and attends school regularly

Inform the school if my child is absent

Encourage my child to do his/her best at all times

Check my child's book bag. Read the Newsletter and other correspondence and return all permission slips for any activity promptly

Support my child and give encouragement in all his/her learning including home activities and reading together

Attend teacher/parent meetings and read reports about my child's progress

Speak to someone in school if there are any school matters that concern me

Let the school know if there are any problems that may affect my child's ability to learn

Encourage my child to follow the school rules and code of conduct

Agreement for the Children

To help me do well at school I will do my best to

Name of child: _____
Signed: _____
Date: _____

Do my best at all times

Make school a happy place for everyone

Be polite and helpful to other children and all adults

Come to school regularly and be on time

Keep the school rules and behave well

Treat everyone with respect

Talk at home about what I learn at school, do all my home activities and bring them back to school

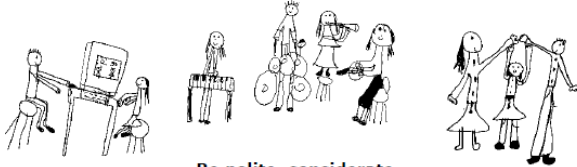
Read at home at least 3 times a week, learn my spellings and complete my Homework

Always take home school letters

Talk about the things that worry me to an adult I can trust

Our Code of Conduct

We, at Clapham Terrace, expect all children and adults to:



Be polite, considerate and value each other



Listen to others and be listened to



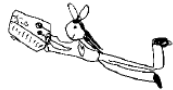
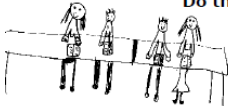
Be honest and always tell the truth

Keep themselves and others safe



Respect all property and the environment

Do their best at all times



Home-School Agreement

Key Stage 2

We, the adults responsible for children at **home** and at **school** want Clapham Terrace Primary School to provide a safe, supportive and stimulating learning environment in which each child is treated as an individual and the needs of all are considered.

We will encourage children to do their best, to behave appropriately and to take pride and pleasure in their own and others' achievements.

We look forward to **working together** on a basis of mutual respect and help our children become confident and enthusiastic learners.



Agreement for the School

To help every child at school we will do our best to

Name of Class Teacher: _____
Signed: _____
Date: _____

Make the school a happy, caring and successful place
Encourage children to do their best at all times
Meet the learning needs of all children through providing an appropriate and exciting curriculum
Encourage children to follow the school rules/code of conduct
Never talk about children & their families to other parents or carers
Encourage children to look after their belongings and surroundings

Actively welcome parents/carers into the life of the school
Inform parents/carers about what we aim to teach
Inform parents/carers of their child's progress and discuss this with them in a spirit of partnership
Provide opportunities for all children to work to their abilities and strengths
Encourage children to learn outside school
Treat children with respect

Agreement for the Parents/Carers

To help my child at school I will try my best to

Name of Parent/Carer: _____
Signed: _____
Date: _____

Make sure my child arrives in school on time, is collected on time and attends school regularly
Inform the school if my child is absent
Encourage my child to do his/her best at all times
Encourage my child to follow the school rules and code of conduct
Check my child's book bag. Read the Newsletter and other correspondence and return all permission slips for any activity promptly

Support my child and give encouragement in all his/her learning including home activities and reading together
Attend teacher/parent meetings and read reports about my child's progress
Speak to someone in school if there are any school matters that concern me
Let the school know if there are any problems that may affect my child's ability to learn

Agreement for the Children

To help me do well at school I will do my best to

Name of child: _____
Signed: _____
Date: _____

Do my best at all times
Make school a happy place for everyone
Be polite and helpful to other children and all adults
Come to school regularly and be on time
Keep the school rules and behave well

Treat everyone with respect
Talk at home about what I learn at school, do all my home work activities and bring them back to school
Read at home at least 3 times a week, learn my spellings and complete my Homework
Always take home school letters
Talk about the things that worry me to an adult I can trust