



Behaviour Policy

Date of Policy: Spring 2023

Policy Review date: Spring 2024

JMiles

Signed:

Headteacher: Julie Miles

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Signed:

Chair of Governors: Dan Johnston

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 Each class has a code of conduct displayed 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, this is linked to our school mascots, Clapham CARL and CAROL, and is reinforced through assemblies and PSHE.
 - All classes promote Characteristics of Effective Learning and Dojos are awarded when individuals demonstrate positive learning behaviours linked to the 6 characteristics which are Collaboration, Persistence, Resilience, Active, Independence and Creativity..
 - 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. A Star Learner is nominated from each class and a number of other awards are celebrated including house points, pen licences and reading challenge.

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 address this. If a child's behaviour continues to be disruptive, or they appear to be dysregulated we may isolate the child from the rest of the class, under supervision, until they calm down and are able 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 the child is not able to take 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
- 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 they are 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 – 1st ORANGE**

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

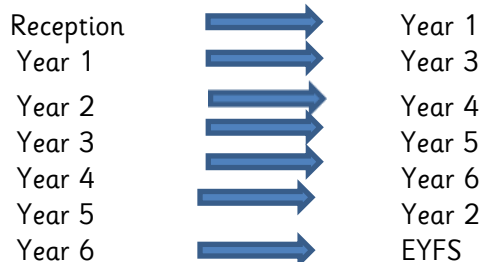
Stage 2 **2nd WARNING - 2nd ORANGE**

Teacher applies relevant sanctions depending on incident. Children are moved to UPPER orange if they haven't responded to their warnings whilst on 1st 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 effective strategy, these children are highlighted on the SEN register.)

- Partner classes are as follows:



- 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 1st 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 2nd 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, good behaviour is linked to the articles and convention of rights of a child.
- When children have collected 8 green cards, they exchange these for a prize from the prize box, which is kept in the office.
- If children 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. If a child deliberately hurts someone they will be issued a red card.

- Children who have repeated Red cards will require additional support to manage their behaviour . This will be considered , working with parents and carers to agree the appropriate bespoke reward and sanction system.

- 3.4 The school has a code of conduct, .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 themselves. 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 themselves 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 On Admission to school we request that parents and carers support us 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 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.
- 6.3 If the school has to use reasonable sanctions to address a child's behaviour, 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 pupil's 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 (e.g. 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 the pupil's 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, they will inform 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 In the event of an appeal, the governing body will convene a discipline panel which would be 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. They also report 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 their 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.

