

Cleeve Prior CE Primary School



Policy for Behaviour

Governors Responsibility: Safeguarding

Complying with Section 89 of the Education and Inspections Act 2006.

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Our vision

Our vision is to provide a safe, caring and nurturing environment, where everyone is given opportunities to learn, discover and grow in our changing world. We will live out our Christian values of Respect, Hope, Love, Forgiveness, Trust and Honesty and strive to guide our community into leading fruitful lives, learning from Jesus' teachings, to love themselves and one another in order to achieve success. 'Teach children how they should live, and they will remember it all their life.'

Proverbs 22:6

We believe our vision, along with its associated values, set the tone for our entire ethos as a school community. We want to give our children the best start, be led by the example of Jesus' life and for all our children to know that they can achieve anything if they put their mind to it.

Our role as a school is to help them to become citizens of the future, to lead and inspire others.

At Cleeve Prior we treat each child as an individual.

Adults at Cleeve Prior C of E Primary School understand that positive relationships are fundamental in securing outstanding attitudes and behaviour. We expect that all children will be guided by our school values and excel in their learning. However, we understand that at times children will face challenges.

Some children will have an inner resilience to cope with these challenges but other children will need extra support in order to cope with the demands of the school day, their home life and social interaction. We recognise that consistency is key to promoting positive behaviour in the school.

How we use a Restorative approach:

Cleeve Prior CE Primary School's focus on teaching and learning is underpinned by a behaviour policy which creates a respectful and positive atmosphere throughout the school, maximising the potential for learning. Restorative approaches

encourage pupils to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others and on the wider community. This supports pupils in applying the key principles of a restorative approach which look to:

Foster social relationships in a school community of mutual engagement.

Be responsible for one's own actions and their impact on others.

Respect other people, their views and feelings.

Empathise with the feelings of others.

Be fair.

Be committed to an equitable process.

Have everyone in school actively involved in decisions about their own lives.

Create opportunities for reflective change in pupils and staff

The process involved in a restorative approach is based on 5 key questions:

- What happened?
- What were your thoughts/feelings?
- Who has been affected/harmed?
- How can we meet everyone's needs and find a way forward?
- How can we do things differently in future?
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After each incident pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion. Restorative processes do not shy away from applying sanctions but focus on the need to take responsibility for finding a constructive way forward for all concerned. The impact of this approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Method and Approach

The behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy

supports the school community in aiming to allow everyone to work together in an effective and considerate way. We expect everyone to follow our six core values. The school values are embedded and used by everyone within school. These are a school and class focus and the children, by following these values, are learning values for life.

To promote consistency all staff will follow these principles:

- Greet children each day as a fresh start / new day
- Model good relationships
- Build positive relationships and show interest in the children's lives
- Focus on effort as well as achievement
- Encourage a Growth Mindset in all children
- Celebrate success and when children go above and beyond expectations • Use praise in order to reinforce positive behaviours
- Allow children to regulate their behaviour.
- Create a safe, calm, purposeful environment which supports everyone in achieving excellence through high achievement, rigorous endeavour and the development of positive, collaborative relationships.
- Enable all pupils at the school to achieve the highest possible standards of education and care, regardless of any personal difficulties.
- Encourage and achieve a consistently high standard of discipline in all pupils, as part of an awareness of social responsibility and in line with the school's Christian Values.
- Teach and achieve excellent learning behaviours and attitudes at age-appropriate levels that result in outstanding achievement, as part of our school curriculum.

Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The head of school will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing body.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year and supporting parents and family to sign the agreed home / school agreement.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.
- Collaborating with the governing board to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and

SEMH policies to support pupils with SEND, in line with the school's Special Educational

Needs and Disabilities (SEND) Policy.

- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Teaching staff will be responsible for:

- Displaying the behaviour expectations statement in their classrooms and following it, using behaviour boards,
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and

that every pupil with behavioural difficulties will be able to study the full national curriculum.

- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour, using the behaviour board to allow children thinking time.

Lunchtime Supervisors have responsibility for:

- promoting good behaviour and for discipline on the playground and in school during lunch times.
- Reporting any routinely disruptive or seriously unacceptable behaviour needs.

Pupils will be responsible for:

- Signing their portion of the home / school agreement
- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Being considerate and polite to teachers, support staff, other children and visitors and to respect the authority of the adult in charge.
- Listening to adults and each other in lessons and worships and to consider each other's feelings.
- Walking around school quietly and calmly. . .
- Taking a positive role in all classroom activities and to trying to be the best they can be.
- Taking turns to talk to members of staff and to each other.
- Valuing each other's work.
- Working and playing co-operatively with each other.
- Looking to the needs of others and reporting any incidences of unkindness or bullying - they experience themselves or they may see others experience.

- Developing an atmosphere of encouragement where they build one another up.
- Telling the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to")
- Accepting a solution or consequence if they have done something wrong
- Saying sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood. "Thank you for saying sorry. I forgive you, but please don't do that again."
- Caring for the school and its equipment and reporting any damage they see.

Parents will be responsible for:

- Signing the home / school agreement at the start of each year
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

A Positive Culture

The school promotes a positive culture through excellent role-modelling and ensuring that all persons encourage, praise and reward positive behaviours and achievements. To achieve this, we promote the development of high self-esteem by:

- Listening to children and giving weight to their views
- Establishing positive relationships based on mutual respect
- Providing realistic targets so they can achieve success
- Giving praise for demonstrating positive attitudes and school values
- Valuing work in class and displaying work attractively
- Celebrating achievements together in assembly and worship
- Rewarding behaviours that consistently reflect the school's Christian values
- Involving parents in all aspects (including sharing Class Dojo)

Rewards:

- 1) Verbal praise.
- 2) House Points - totalled monthly for each house and celebrated in Achievement assembly
- 3) Dojos as class reward - with an increasing reward for the whole class as they earn more
- 4) Special stickers for outstanding achievements or endeavours - awarded by Head of School
- 5) Deferred rewards (e.g., Certificates, Trophies, Medals, Badges) for consistently outstanding behaviours, accumulated over time.
- 6) Responsibility given to undertake a role in the school (e.g., Worship Crew, Librarian, School Council, House Captain, Eco committee)

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately using behaviour boards and red forms. Before reaching red, every child will be moved into 'pink for think' to allow them to change their behaviour. This may be commented upon, referring to the school's Christian values.

Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Head of School will keep a record of all red behaviour forms to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Loss of playtime
- Issuing a verbal reprimand and reminder of the expected behaviour

- Completion, by pupil, of behaviour forms as an account of their behaviour in their own time
- Removal of privileges - Funday Friday
- School-based community service, e.g., tidying the classroom, litter picking

Where a pupil is sent on more than one occasion to the Head of School, they will call the parents or ask for them to come into school.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the pupil will be sent to the head of school immediately or, in their absence, the most senior member of staff. A parent/ carer will then be spoken to by the Head of School at the end of the day or beginning of the next (as appropriate).

There is zero tolerance for certain behaviours, which must be reported to parents and to the Head of School then held on the child's school record using My Concern for monitoring purposes.

- Unprovoked violence, physical assault or damage to property
- Racist/ Prejudicial language or abuse towards others
- Bullying / Peer on peer abuse

Instances of zero tolerance behaviours may result in a fixed-term or permanent exclusion depending on circumstances of the incident and the age of the child. Exclusion is an extremely serious consequence and the decision to apply this sanction is not taken lightly. Parents of a child who has been excluded will have to attend a reintegration meeting with the Head of School. In very rare situations, a behaviour or pastoral support plan may be put in place, which could include a part-time or alternative placement timetable.

Staff development

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

This policy will be reviewed each year in consultation with all stakeholders.

Legislation and statutory requirements

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'