



Cliffe VC Primary School

Behaviour Policy

Date adopted	25th January 2017	Responsibility	<i>Full Governing Body</i>
Date of next review	January 2019	Headteacher	<i>S Hay</i>
		Chair of Governors	<i>C Middleton</i>

Purpose

The law requires schools to have a written policy for behaviour and attendance. Our behaviour policy helps us create a caring and family atmosphere, in which adults and children can work, learn and play safely.

Our school has a number of rules, agreed on by the pupils and staff. The primary aim of our policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Cliffe VC Primary school does not tolerate bullying. If we discover that an act of bullying has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (see Anti-Bullying Policy).

Our aim is to produce a clear behaviour policy that;

- Reflects and promotes the aims and values of our school and the school's vision statement.
- Develops a consistent whole school approach to positive behaviour management, across the school day and across the school year
- Understands that maintaining good behaviour within the school is a shared responsibility.

Aims

The aim is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. Mutual trust and respect are established when children know that adults give them honest, fair and consistent feedback. In exchange, children give theirs in return.

To help children become successful adults in the real world, they must be capable of making independent responsible choices. We aim to help children to make the leap from simply following rules to choosing responsible behaviour. In doing so, children learn self discipline and can accept responsibility for their actions. Further underlying aims include:

- To promote/develop empathy and respect for self and others.
- Raising children's self esteem and self confidence.
- Ensure positive behaviour is recognised and rewarded.
- Promote an environment where all feel happy, safe and secure.



Implementing our Policy

An effective policy is one that seeks to lead children towards high self esteem and self-discipline. Consequently, good discipline arises from good relationships and setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour, and impacts on learning and performance. We aim to provide everyday experiences so that our children are more likely to reach their full potential.

Curriculum

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 alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by children and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to pupils on their progress and achievements and as a signal that the pupil's efforts are valued.

Children have many opportunities to work and learn together. They work together in pairs, small groups, and larger teams to: solve problems; play games; for exploration; and be creative and these opportunities are offered throughout our curriculum.

Expectations

Staff and Governors

- To lead by example.
- To be consistent and fair in dealing with pupils.
- To teach children how to choose responsible behaviour. This teaching occurs consistently throughout the school day & school year.
- To establish rules and directions that define limits of acceptable and unacceptable behaviour.
- Ensure that children know school rules and that each class has its own classroom agreement/ charter.
- Hold the firm belief that most children can behave responsibly.
- Staff have positive and high expectations of behaviour.
- To encourage regular communication between home and school.
- To encourage the aims and values of the school among the pupils.
- To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.

Pupils

- To *respect*, care and support each other both in school and the wider community.
- To listen to others and respect their opinions.
- To attend school regularly, on time, ready and equipped to learn and take part in school activities.
- To take responsibility for their actions and behaviour.
- To do as instructed by all members of staff (teaching and non teaching) throughout the school day.



-To be tolerant of others, irrespective of race, gender, religion and age.
Children can expect that good behaviour will be recognised and rewarded.

Parents

- To be aware of and support the school's values and expectations.
- To ensure that pupils come to school regularly, on time and with appropriate equipment.
- To keep pupils at home when they are ill and to provide the school with an explanation of the reason for any absence.
- Follow procedures for requests for Leave of Absence in Term Time (see appendix C).
- To provide school with an emergency contact number.
- To take an active and supportive interest in your child's work and progress.

School Systems

The school's rules are:

- Always be gentle with others
- Always be kind and helpful to others
- Always work hard in everything you do
- Always look after property
- Always listen to and respect others
- Always be honest

We choose to make our rules positive, however we also help child to understand how not to behave.

'Do's'	and	'Don'ts'
Be kind		Don't hurt anyone, Don't leave others out
Do your best		Don't spoil it for yourself and others
Be honest and polite		Don't cover up the truth or be rude
Look after property		Don't waste or damage things
Be Safe		Don't put yourself or other in danger

Rewards

This school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter poor behaviour. Incentive schemes are in place to recognise achievements. We praise and reward pupils for good behaviour, social skills and work throughout the day in a variety of ways:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Class reward systems (Golden Tickets, Star of the Week; for those who have displayed our school learning behaviours)
- Head teacher's Class Award
- Positive comments on work
- Stickers, prizes
- Rewards from a variety of staff (Dinner time stickers)
- Special privileges (eg extra play)

Consequences

When children have made the wrong choices teachers will operate a stepped approach to sanctions, which allow children to identify the next consequence. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This



policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment.

We use these guidelines for consequences:

- Consequences must be something that children do not like, but they are never physically or psychologically harmful.
- Children are involved in explaining and deciding consequences
- Consequences do not have to be severe to be effective

When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

- Children should be dealt with **calmly and firmly** referring to what the action is and why the action is being taken.
- A logical **consequence** is a sanction that is 'fit' for the offence. It generally has two steps. The first is to stop the behaviour. The second is to reaffirm the rules and explore what choice they could have made.
- Although misbehaviours will be recorded, every child must feel that each new day is a **fresh start**. Teachers will refer to making good 'choices' and 'consequences'. They make it clear that it is the behaviour is being sanctioned and not the person.

Stepped approach (see Appendix A) is adopted to help children consistently make the right choices throughout each day. Whilst staff will follow these steps logically, the consequence must be 'fit' for the level of misbehaviour (see Appendix B for guidance). This system operates throughout the school day. Mid day supervisors will inform staff of lunchtime behaviour. This will be done both verbally and/or on a 'Behaviour chart' if necessary (both for rewards and warnings).

Extremely poor behaviour must be reported to the head teacher immediately. A letter will be sent home or a phone call made to the parents. For continual unacceptable behaviour or in cases of serious verbal or physical violence the child may be excluded from school. This could take the form of fixed-term exclusion, or on rare occasions take the form of permanent exclusion.

Fixed-term and permanent exclusions

Only the head teacher (or acting head teacher) has the power to exclude a child from school. The school follows the detailed 80 paged guidance on exclusion for school produced by Children and Young Peoples Service, North Yorkshire County Council.

Support systems for Individual Pupil Need

There may be some children who will need an individual plan detailing alternative rewards and consequences. The teacher and SENCO/ Head teacher will draw up a programme to support the pupil, in partnership with parents. All staff working with the pupil will be informed of this, including mid day supervisors. This will give a consistent approach throughout the school day. If problems continue, together we will work with outside agencies to seek solutions to support the child. For pupils who are having these difficulties the school will provide targeted pastoral support.

Support for staff



It is the school practice to discuss behavioural issues in order that staff feel supported. Staff experiencing difficulties should seek help from the SENCO/ head teacher. The school works together to provide a cohesive approach to supporting individual need. This will be achieved following the schools safeguarding policies. All staff have copies of this Behaviour Policy and they are involved in the process of policy review.

Support for parents/carers

School has an open door policy where parents and carers are encouraged to visit and discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of staff to give the parents the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

Monitoring and review

Behaviour management is under constant review throughout the school on a class and individual basis.

This policy document was produced in consultation with the entire school community. It will be made available on the school website, and paper copies upon request.

APPENDIX A

Consequences

A stepped approach;

FIRST TIME

Warnings : first verbal warning is not recorded. Children reminded of rules and the correct choice to make.

SECOND TIME

The second verbal warning in a day will be recorded, usually on the class whiteboard. The pupil is able to make the right choice and then their name will be removed.

If a pupil does not make the right choice they will miss a play time or the start of playtime. The head teacher is informed.

THIRD TIME

Head teacher involved. This may also involve formal discussions with parents. This stage may also involve establishing a contract to outline actions for support and provide clear expectations of behaviour.

Timescales will be outlined as appropriate to each individual case. The head teacher will liaise with all parties; children, teachers, parents and governors for monitoring and evaluating purposes. In very serious cases the Head teacher (or Lead Teacher, in absence of head teacher) will follow the procedures and guidelines as outlined by NYCC for the exclusion of pupils.

NB

Each day starts afresh.

More serious actions go immediately to most appropriate consequence. A reflection sheet is completed by the child to help them think through the actions and what to do in future.



Mid day supervisors will also use warning system and these will be communicated verbally to class teachers.

Children are asked to say sorry, or write a note of apology. This helps them to accepting responsibility for their actions

APPENDIX B

This is not an exhaustive list, but rather as guidance:

Challenging Behaviour

Challenging behaviour can take the form of:

Verbal abuse

Physical abuse

Assault

Defiant refusal

Absconding

EXAMPLES OF BEHAVIOUR

Mild Problems

- Interrupting.
- Being impolite.
- Talking or pushing in line.
- Annoying other people
- Not following adult's directions
- Being too noisy

Problems

- Answering back to the teacher
- Hitting someone in a temper – over reacting
- Scribbling on someone else's work
- Spitefulness and being unkind in language and actions
- General antisocial classroom behaviour, e.g. lack of social skills
- Swearing

Serious Problems

- Obscene language or gestures
- Wilfully disobeying the teacher, eg running away
- Arguing with the teacher
- Stealing from another child or adult
- Damaging school property
- Verbal/Physical bullying
- Racist language and remarks
- Fighting

APPENDIX C

Regulations and Guidance

Government changes have been made to legislation regarding leave of absence from school during term time. (See Leave of Absence in Term Time School Policy)



The Department for Education requires Local Authorities to implement government amendments to the regulations regarding the taking of Leave of Absence in term-time, which came into force on the 1st September 2013. The new law gives no entitlement to parents to take their child on holiday during term time

No parent/carer can demand leave of absence as of right. The Education Regulations state that applications must be made in advance by a parent/carer with whom the child lives and can only be authorised by the school in exceptional circumstances. Each leave application is considered individually by the school taking into account any factors presented by the family. Application forms are available from your child's school.

The Headteacher would not be expected to class any term time holiday as exceptional. Therefore will only be able to grant leave of absence in exceptional circumstances and this will still be at the discretion of the Headteacher.

The following are examples of the criteria for leave of absence, which may be considered as 'exceptional':

- Service personnel returning from active deployment
- Where inflexibility of the parents' leave or working arrangement is part of the organisational or company policy. This would need to be evidenced by the production or confirmation from the organisation/company
- Where leave is recommended as part of a parents' or child's rehabilitation from medical or emotional problems. Evidence must be provided.
- When a family needs to spend time together to support each other during or after a crisis

This is not an exhaustive list and the Headteacher would be sensitive in considering individual circumstances of each case when making a decision on this matter. Leave is only acceptable against exceptional circumstances and should not be granted on the basis of attendance record, academic performance or the 'experience' offered by being out of school. Where the headteacher feels that there may be exceptional circumstances which does not fit the criteria, they may refer to the local authority for advice. The decision of the Headteacher is, however, final.

Please note that the ability to access a reduced cost of a holiday does not constitute an exceptional circumstance

Parental responsibility

Where a child is taken out of school for the purpose of leave of absence in term time without the permission of the school, the absence will be coded as unauthorised and as such may result in a Penalty Notice. Penalties are applied by the Local Authority and as such are not at the discretion of the headteacher. If a Penalty Notice is not paid, the matter may be taken to prosecution in the Magistrates Court.

Amendments to 2007 Penalty Notice regulations will reduce the timescales for paying a penalty notice. Parents must, from 1st September 2013, pay £60 within 21 days or £120 within 28 days. This brings attendance penalty notices in line with other types of penalty notices and allows local authorities to act faster on prosecution if the fine is not paid.

