CARCLAZE COMMUNITY PRIMARY SCHOOL BEHAVIOUR POLICY 2021 TO 2022
A POSITIVE APPROACH

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Carclaze School.

It is a working document designed to enhance the development of positive relationships between pupils, adults working in the school, parents and other members of the wider School community.

This policy reflects current practice within the School. Its fair and consistent implementation is the responsibility of **all** staff.

Pupils have contributed to the behaviour policy through their involvement in the development of the school's general rules.

Aims

The aim of Carclaze School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The School Behaviour Policy is therefore designed to support the way in which the members of the School can live and work together in a **supportive** way.

We aim to promote an environment where all feel happy, safe and secure. Carclaze School wants all its pupils to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements. **The primary aim of the Behaviour Policy, however, is not a system to enforce rules but rather to promote good relationships**, so that people can work together with the common purpose of helping everyone to learn.

Carclaze School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation 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 pupils attend school free from fear (See Anti-Bullying Policy for further information).

Expectations of staff

The following expectations should be developed and agreed by staff in the School:

- To be an exemplary role model for children and colleagues.
- To respect all children and treat them fairly by the implementation of consistent rules and sanctions.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and inclusive curriculum.
- To create a safe and stimulating environment that supports children's learning.
- Good/poor behaviour around the school is the responsibility of all staff member

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In the Playground

The member of staff on duty is directly responsible for pupils' behaviour.
Class teachers are responsible for regularly discussing positive strategies and successful resolution ideas within classes. Pupils should be taught strategies for problems solving situations successfully.

Following an incident in the playground, if at lunchtime, refer to the member of staff on duty for the year group to conduct the following:

1. Investigate fully with all children involved.
2. If a minor incident, apologies must be given and a sanction such as being removed from play for a short period to stand by an adult or at the edge of the playground, will suffice. If the action was deliberate it will then need to be recorded on CPOMS.
3. If a more serious incident, it needs to be referred to the Duty SLT member to ensure full investigation has been conducted and then appropriate sanctions put in place. This must then be logged on CPOMS, and passed to the class teacher.

More serious incidents, including any concerns regarding racial or bullying incidents, must immediately be referred to The Head Teacher or Assistant Head.

Expectations of pupils

The following pupil expectations should be developed and agreed by children in the school.

- To work to the best of their ability and allow others to do the same.
- To treat adults and children with respect and to be aware of the impact of their behaviour on others.
- To follow the instructions of all adults who work in the school.
- To take care of and respect property within the school environment and community.
- To follow the agreed School Rules.

Around the school

We expect:

- children to walk at all times
- use quiet voices during break and lunch
- children to walk quietly during transitions and during lesson time

Expectations of parents/carers

Parents and carers are asked to support the School's Behaviour Policy by:

- Ensuring children are aware of appropriate behaviour in all situations and being aware of the school rules and expectations.
- Encouraging independence and self-discipline and showing an interest in all that their child does in the School.
- Ensuring that their children attend school in good health, punctually and regularly.
- Enjoying good relationships with the school and supporting the school in the implementation of this policy.

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A Positive Approach

We believe good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. Therefore, we strive to provide positive everyday experiences so that our pupils are more likely to reach their full potential.

The core beliefs of Carclaze School are that:

- Behaviour can change and that every child can be successful.
- Praising and using a system of rewards are more likely to change behaviour than blaming and demanding. Using a positive system of rewards will increase pupils' self-esteem and thus help them to achieve more.
- Celebrating success helps pupils to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- We consider the safety of other pupils and minimise disruption while helping pupils acquire self-discipline.
- Reinforcing good behaviour helps our pupils feel good about themselves.

School Rules

The school's rules are:

- CARE: Be helpful, thoughtful and kind. Look after each other and each other's property.
- COMMUNICATE: Listen carefully to other people and tell someone if you feel unhappy
- PERSEVERE: Work hard and never give up (even if the task is a real challenge)
- SPARKLE: Try to do your best at all times

As well as the School Rules, every member of the School community should apply the following principles:

· *If you don't stop the inappropriate behaviour you are condoning it;*

· *You own your own behaviour;*

· *Good manners and courtesy are essential.*

Rewards and Sanctions Overview

The pupils must be aware of the rewards system that is in place and the consequences which are used to help pupils to think about their behaviour and to develop a positive attitude towards learning in school.

Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. Our system is flexible to take account of individual circumstances.

The emphasis of the School's discipline policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

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All staff should operate our stepped approach to sanctions, which allows pupils to identify the next consequence. Pupils for whom this approach is not appropriate, will have an individual behaviour plan detailing alternative rewards and sanctions. Agreed with SLT.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the School through informal praise.
Wherever appropriate, pupil's best efforts will be celebrated.
Pupils who have positions of responsibility (Pupil Jobs) will receive recognition for doing their job well.

Rewards may involve:

- Verbal praise
- Verbal praise to parents about their pupils
- Certificates in assembly
- Raffle Tickets
- Marbles in a jar
- House point Tokens/playtime slips
- Sending good work to other staff members or a member of the Leadership Team for reward or praise
- Special responsibility jobs
- Class wide rewards
- House Team rewards

Sanctions for unacceptable behaviour

Just as a child makes a conscious effort to follow the rules so there is a decision on the part of the child to break them. When this happens the teacher places the responsibility where it should be, on the child. There are strategies and sanctions that may be used by staff to encourage the child to develop greater self-esteem, self-discipline and thought for others.

See escalation of response below.

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Escalation of response

A look
This will often be enough to let a child know they are not behaving appropriately.

If the behaviour in the lesson continues

Give a clear warning – using the child's name
"This is your first warning – I want you to stop, think and choose…"
Explain why the behaviour is unacceptable.

If the behaviour continues

Repeat of warning – making it clear they have already received a verbal warning
"I've already given you a warning and now I am reminding you to 'stop and think…'
The child will receive an immediate 5 minute missed break/lunchtime.

If the behaviour continues

Time to Catch Up
The adult will speak quietly with the child about their behaviour and the impact it is having on others and the learning environment.
The child will receive 15 minutes missed play/lunchtime to 'catch up' on missed learning.

If the behaviour continues

Time to Reset
Child given time to reflect with a friend, teacher, phase leader or SLT – whoever is most appropriate.

If the behaviour continues

Behaviour monitored through a Behaviour Plan
Personal behaviour targets are set, including regular meetings with parents. This is usually recorded on a timetable, session by session.

When children present unwanted behaviours, all staff will remain socially engaging and apply a range of de-escalation strategies e.g. humour, distraction etc. This will support the child to remain socially engaged rather than defensive which could then lead to escalation and possible crisis.

At each stage of response, the child is supported and encouraged to modify their behaviour responses with clear, positive instructions on how to achieve this. E.g. sit down, hands up, hands to yourself.

All incidences of poor behaviour from this point onwards are recorded on CPOMS and shared with parents, Pastoral Care Manager and Phase Leader.

Advice/support may also be requested from an outside agency.

Throughout this process, early meetings with parents will be held to discuss behaviour concerns by the class teacher and phase leader.

The Phase leader may choose to escalate concerns to a member of the Senior Leadership Team.

ATION

If the behaviour continues

Internal Exclusion
Away from the class.

If the behaviour continues

Fixed Term Exclusion

Sanction escalation will be accelerated depending on the severity of the behaviour.

Exceptions to the stepped approach which may result in internal/external exclusion (see page 7):
Parents will be contacted if a child is found to be absconding, fighting, being repeatedly defiant, continual non- compliance, swearing or deliberately hurting an adult or another child.

Parental involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. Carclaze School welcomes the interest and close involvement of parents and we expect that parents will support the agreed Behaviour Policy. Parents, and children, are encouraged to sign the Home/School Agreement.

If a child's behaviour gives particular cause for concern, parents will be involved as soon as possible. Parents are invited to work with the school in order to support the child to develop appropriate behaviour.

Children who persistently have difficulties with their behaviour will have a personal behaviour plan, agreed with the parents, staff and the child.

We understand the contribution of exclusion to a child's ACE (adverse childhood experience) score. However, if a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures.

Or, on rare occasions, it may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Dealing with serious incidents

We have the right to take measures to keep pupils and staff safe.

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These measures include:
- the legal right to confiscate inappropriate items from pupils such as sharp implements;
- statutory powers to discipline pupils who behave badly on the way to and from the School bringing it into disrepute;
- the Head Teacher has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon;
- a legal duty to make provision to tackle all forms of bullying.

There will be zero tolerance of any form of serious assault on pupils or staff.

Fixed-term and permanent exclusions

Only the Head Teacher has the power to exclude a child from the School. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Head Teacher may also exclude a pupil permanently. Before taking such a step the Head teacher will have taken appropriate advice.

If the Head Teacher excludes a child, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can appeal against the decision to the Governors. The School informs the parents how to make any such appeal.

The Head Teacher informs the Local Authority (LA) and the Governors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
The Local Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher. Your child may be excluded from school by the Head Teacher for a number of reasons, and for anything from a half-day to permanently.

Carclaze School will adhere to the principal legislation guidance 'Exclusion from maintained schools, Academies and pupil referral units in England Sept 2012' which relates to:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- Section 89 of The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

Fixed Term Exclusions

If a child's behaviour shows no improvement after all available options to the School have been used, and all the above procedures followed, then a child will be excluded for a fixed term. This can for be one day or up to five days.

Other reasons for a fixed term exclusion:

- physical or threatened assault on another child or member of staff;
- verbal abuse or threatening behaviour against a pupil or an adult;
- constant disruption to the education of other children;
- persistent disruptive behaviour;
- persistent bullying;
- Sexual misconduct including (lewd behaviour);
- Drug and alcohol related incidents;
- deliberate and wilful damage to school and personal property;
- theft including school property, personal property, local shops or during a school outing and/or selling or dealing in stolen property

It is likely that a combination of the above will contribute to exclusion. Parents will be contacted immediately and invited into school to discuss the seriousness of their child's actions.

Permanent Exclusion

Permanent exclusion will only be used as a last resort, in response the most serious of incidences listed above:

- a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious breaches that may lead to permanent exclusion include:

- persistent long term defiant behaviour;
- threatened or actual physical assaults;
- sexual abuse;
- supplying illegal drugs or carrying an offensive weapon.

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school. Before deciding to exclude we will ensure that:

- a thorough investigation has been carried out;
- The Cornwall Education Welfare Service Inclusion Team are informed
- the child being considered for exclusion has been encouraged to give their version of events;
- consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment;
- a written record of actions taken and interviews with the child are kept - including any witness statements which should be signed and dated wherever possible;
- an exclusion is only made where the evidence shows that the child was responsible for the incident.

EXCEPTIONAL CIRCUMSTANCES

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This section has been reviewed in line with updated guidance published by the Department for Education on Behaviour and Discipline in Schools (2016). Although rarely used it identifies the legal powers of staff members to discipline pupils whose behaviour is unacceptable; it upholds the rights of pupils to learn in a well-managed and purposeful environment.

Restrictive Physical Intervention (RPI)

The school views physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation. However, there are circumstances where restrictive physical intervention may be necessary, for example to separate pupils found fighting or where there is a risk to the safety of pupils, staff or visitors. ***Further information and guidelines can be found in the school's Restrictive Physical Intervention Policy and Safe touch Policy.***

Searches

Legislation states that the Headteacher, or a staff member authorised by the Headteacher, have the power to search pupils or their possessions without their consent where they suspect the pupil has a 'prohibited item.'

Discipline Beyond the School Gates

This policy applies to all pupils taking part in any school-organised or school related activity off the school premises. This includes school trips, residential trips and representing the school outside of normal school hours, for example in a sporting event.

Bullying, including cyber bullying, of and by any of our pupils will not be tolerated. Any form of bullying outside of normal school hours will be subject to the same sanctions as if the bullying had occurred on the school premises, during the school day. Please refer to the school's Anti-Bullying Policy for further information.

When a pupil is wearing the school's uniform he / she is indirectly representing the school. Parents and carers are asked to support the school by reinforcing the school's Behaviour Policy when travelling to and from school and when on the school premises at the start and end of the school day. This request is reflected in the Home School Agreement.

Children with SEND

If a child's poor behaviour is as a direct result of their specific SEND, this will be taken into account and reasonable adjustments will made to the escalation plan. Strategies for support will be implemented and support from outside agencies may be sought. ***See SEND Policy for further details***.

STAFF RESPONSIBILITY

All staff must familiarise themselves with this policy and guidelines. It is part of staff induction.

COMMUNICATION TO PARENTS

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The policy must be published on the school website.

Monitoring

The Head Teacher, supported by the Senior Leadership Team, will monitor the effectiveness of the Behaviour Policy on a regular basis, reporting to the
Local Governing Body on the effectiveness of the policy, and if necessary, make recommendations for further improvements.

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