

CLIFFE WOODS PRIMARY SCHOOL

18 October 2017

Dear Parents

BEHAVIOUR STRATEGY

After half term, we will be adapting our behaviour systems in school. This is after talks with children, staff and parents about how this can be improved. Initially we are looking at Key Stage Two.

I have attached our Core Values and Community Code, together with the sanctions and rewards upon which our Key Stage Two behaviour system will be based.

Yours sincerely

Mr T Muggridge
Headteacher

Cliffe Woods Primary School Core Values and Community Code

At Cliffe Woods Primary School, we expect all pupils' behaviour to be outstanding. To ensure that pupils demonstrate impeccable behaviour, our Core Values and Community Code are revisited with all pupils at the beginning of each term.

The Core Values and Community Code will be displayed prominently in every classroom, plus communal areas in our school, such as the playground, corridors and the school halls.

The displays are used by staff to praise pupils who are upholding the Core Values and Community Code, and they are used as a reminder when pupils are not showing impeccable behaviour.

We expect all stakeholders to follow our Core Values and Community Code.

Cliffe Woods Primary School Core Values:

RESPECT: At Cliffe Woods Primary School we treat everyone the way that we would like to be treated and we take pride in our school environment.

RESILIENCE: At Cliffe Woods Primary School we try our best, learn from our mistakes and never give up.

INTEGRITY: At Cliffe Woods Primary School we always tell the truth, we are responsible and make the right choices.

COMPASSION: At Cliffe Woods Primary School we are kind, caring and considerate.

THANKFULNESS: At Cliffe Woods Primary School we are grateful for what we have and the opportunities that we are given.

Cliffe Woods Primary School Community Code:

Be Determined. Be Thoughtful. Be the Best You Can Be.

Cliffe Woods Primary School Vision:

Excellence From All!

What happens when your child does not follow our Core Values and Community Code?

Staff are expected to keep a daily list of children who have reached each 'Step' of the behaviour chart. If, however, a more serious incident takes place staff are expected to complete a Behaviour Incident form on the day that incident has occurred. The Behaviour Incident form clearly includes the following:

- Full name of child/children involved
- Class that child/children are in
- Date and time that incident took place
- Location that incident took place
- Statements from child/children involved
- Adult eye witness accounts (if applicable)
- Sanctions put in place for perpetrator and support for victim
- Who the behavioural incident was referred to (if applicable)
- Name of person completing the form

Behaviour Incident forms should be sent to the Headteacher once the incident has been fully investigated by the Class Teacher/Assistant Head(s).

Sanctions for Key Stage Two

1. Verbal Warning

- In the first instance, a verbal warning will be given to the pupil by a member of staff, eg 'You are not making the right choices. This is your warning. If I have to speak to you again you will move your name down.'

2. Step 1

- If pupils do not improve their behaviour, they move their name down to 'Step 1'
- The pupil misses 5 minutes of the next break. Teachers make a note of this.

3. Step 2

- If pupils continue to make the wrong choices, they move their name down to 'Step 2'.
- The pupil misses 10 minutes of the next break. Teachers make a note of this.

4. Step 3 - Playtime Detention

- Playtime detentions will be 15 minutes long in KS2.
- Pupils will have a playtime detention if their name is already on Step 2 and they continue to make the wrong choices.
- Pupils will also have to attend a playtime detention if they have been on Step 1 ten times or Step 2 five times.

5. Step 4 - Lunchtime Detention

- Pupils will have a lunchtime detention if their behaviour does not improve after they have been given a playtime detention.
- Lunchtime detentions will be 30 minutes long in KS2.
- These detentions will be overseen by a member of staff and the pupil will write a letter of apology considering the core values.
- If a pupil earns a lunchtime detention, a letter will be sent home to the pupil's parents and they must sign a slip to say that they are aware of this.
- Pupils may also get a lunchtime detention if they have been on Step 1 fifteen times, Step 2 ten times or fail to attend a playtime detention.
- If pupils are rude or disrespectful to any member of staff, they will bypass the steps above and immediately be given a lunchtime detention.**


Headteacher's Award
5 Dojo Points

1 Dojo Point

Well done. I am proud of you!

Today is a new day!

Verbal Warning

Step 1	 Time Out (5 minutes)
Step 2	 Time Out (10 minutes)
Step 3	 Time Out (Playtime)
Step 4	 Time Out (Lunchtime)
Step 5	 Senior Leader
Step 6	 Headteacher

6. Step 5 - Visit to a Senior Leader

- If pupils find themselves in lunchtime detention more than once in the same week or more than three times in a term, they will be sent to a Senior Leader to discuss their behaviour. At this stage, the Assistant Headteacher will make a telephone call home to the pupil's parents to discuss their behaviour.
- A visit to a Senior Leader may also be appropriate for a pupil who has been on Step 1 twenty times or Step 2 fifteen times.
- **A meeting with a Senior Leader will be necessary for pupils who are repeatedly rude to members of staff, as well as those who do not attend a lunchtime detention.**

7. Step 6 - Meeting with Headteacher

- If pupils have met with a Senior Leader and continue to misbehave, they will be sent to Mr Muggridge, who may wish to meet with the pupil and his/her parents.
- **Pupils will also be sent straight to Mr Muggridge if they show any examples of physical violence or aggression towards anybody else in the school community.**

8. Exclusion

- If, following a meeting with Mr Muggridge, pupils continue to make the wrong choices, an internal or external fixed exclusion may be considered.
- Pupils may also face exclusion if they have carried out a serious incident towards another person.
- Any pupil who is excluded will have to have a re-integration meeting with either Mr Muggridge or the Assistant Headteachers following their return to the school community.

Exclusions Information

Exclusion from Cliffe Woods Primary School is only ever resorted to when it is the final option, as we actively seek to be inclusive. If deemed appropriate, internal exclusions will be considered by the Headteacher and Assistant Head(s) in an attempt to avoid a fixed term exclusion.

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year (these will not be more than 15 days in any one term.) The Headteacher may also exclude a pupil permanently.

Exclusions can include break and lunchtimes too.

If the Headteacher excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

After a child has been excluded, the child and parents/carers are asked to attend a re-entry interview. The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Headteacher will keep records of all reported serious incidents of misbehaviour that warrant an exclusion.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

How do we reward pupils who are following the Core Values and Community Code?

At Cliffe Woods Primary School, we believe that all children can achieve success. We acknowledge that children enjoy a celebration of their success and that recognition of this raises a pupil's sense of self-esteem/confidence. Staff will strive to acknowledge all known efforts and achievements of children, both in and out of school by rewarding pupils individually, as a class and as groups within a community through a variety of ways:

Individual Classroom Teacher/HLTA/TA rewards can include:

- Verbal praise from staff
- Stickers for achievement
- *Dojo* points
- Star of the Week
- Headteacher Awards

Individual Certificates in our weekly *Celebration Assembly* might include:

- Golden Certificates
- Top Table Certificate (Excellent Lunchtime Behaviour)
- Core Value & Community Code certificates
- Attendance Certificates
- Governor Awards

Classroom Reward Charts

At Cliffe Woods Primary School, we believe that it is important that there is a consistent approach to behaviour across the school. In this respect, we use whole class reward charts as a visual representation of impeccable behaviour and to act as a visual reminder to those who might not be upholding the Core Values and Community Code.

Pupils begin the day 'Reset to the Sun' and aim to move up the Steps hopefully ending the day with a 'Headteacher's Award' thus displaying that they have shown impeccable behaviour. Each day will be a fresh start. If pupils are not showing impeccable behaviour in class, their names will be moved down a 'Step.'

The above detail will ensure that our approach to behaviour is consistent across the Key Stage and also gives clear guidelines to children and parents on the strategies that we use.