



## Carclaze Community Primary School - Behaviour Policy

### 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.

### 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.

### 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.

### 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.

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
- 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.

1. The child is given a verbal reminder as a way of signalling inappropriate behaviour:

- Use the child's name
- Indicate to the child the rule being broken
- State the effect that breaking the rule is having, or could potentially have (This shouldn't be a shaming exercise and should be done 1:1 with the child discreetly)

*For example, 'You were talking when you should have been listening. You have chosen to break the school rule of listening carefully to others - so you have been given a warning. This is disturbing others from their learning.'*

2. The second time a child chooses to break a rule it is important they know they have received a verbal warning and what the next step will be in the process if they continue to make the wrong choices:

*For example, 'I've already given you a warning this session/lesson/playtime now I'm reminding you to STOP AND THINK about your behaviour and the impact it is having on others. If you do it again you will be given time to reflect on your behaviour'.*

3. The third time a child chooses to break a rule; time will be given to reflect within the classroom. A space reserved for a child, near an adult will be allocated. The adult will speak quietly with the child about their behaviour and the impact it is having on others and the learning environment. This will encourage the child to reflect on their behaviour and also encourage others to make the right choices.

4. If a child chooses to break a rule a fourth time then they will have time to reflect in a partner class or with a member of the leadership team and their parents will be informed. Reflection time may be during the lesson or during break time, whichever is most appropriate.

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.

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 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 to 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.

### **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.