

All Cannings CE Primary School



Behaviour Policy

Ethos Statement

I have come that they might have life, and have it to the full.

John 10 v 10

At All Cannings Church of England School, everyone embarks on a unique journey of learning, personal development and faith.

We consider our school a family, travelling together with support from people at home, the community and the church.

Our attitudes to learning and our attitudes to life are interwoven, with the Christian values of the school evident in all aspects of daily life.

By being fully involved in our own development and an active member of both the school and wider community, we leave All Cannings equipped to achieve personal success and shape the future.

Approved on	11/03/2024	
Approved by	Full Governing Body	
Review Period	Every three years	
Review Date	Mar 2027	
Chair of Governors	Pamela Moscrop	
Headteacher	Richard Borman	

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Aims

The school's primary aim is for every member of its community to feel valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school's Behaviour Policy is, therefore, designed to enhance the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school expects every member of the school community to behaviour in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

- Outline our system of rewards and sanctions

Definitions

The following behaviour is considered to be unacceptable:

- Bullying – individual or group; verbal or physical abuse; taunting; mimicking; cyberbullying; sexual orientation
- Aggression towards pupils and adults
- Swearing
- Rudeness
- Stealing

Bullying

We define bullying as “behaviour by an individual or group, usually repeated over time, targeted or pre-meditated, however single incidents can occur, behaviour which intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text messages or the internet), and is often motivated by prejudice against particular groups for example on grounds of race, religion, gender, sexual orientation, homophobic, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between persons, or perceived differences”.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyberbullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Roles and Responsibilities

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (Appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents – from Term Three CPOMS will be used

The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all. The school's open door policy means that staff are usually available at the start and end of the day. However, whilst minor matters can be communicated informally, parents and carers should be invited in to talk in private when the matter is more sensitive. If a more serious incident occurs, staff should inform parents and arrange a meeting at a mutually convenient time. E-mails and phone calls can be used but the school's preference is always for face-to-face meetings, which can include video calls.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

Pupil Code of Conduct

Expectations are regularly modelled and communicated, both implicitly and explicitly to children within the classroom, in Worships and in PSHE sessions. Pupils are expected to show these in a variety of ways, including:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school. Through praise and encouragement, we aim to emphasise the following positive qualities: kindness, consideration, tolerance, respect, co-operation, patience, empathy and good manners.

Rewards and Sanctions

All pupils will be informed of the rules within the school. Should a child not keep to the rules then sanctions can be employed. The member of staff will use a scale of interventions, wherever possible, starting with the least intrusive.

- The school's Behaviour Charts are used throughout the school, children are all taught what each of the symbols mean and the rewards and sanctions that go with them. The charts are accessed by all staff
- Incidents which are deemed to be more serious will be reported to the Headteacher. Parents will be informed of all serious and persistent misbehaviour
- Should a pupil's behaviour warrant intervention then the school may use a Behaviour Plan. This will be drawn up with parents, staff and the pupil. In the event of continuing issues then a de-escalation plan may be drawn up with the pupil, parents, Headteacher and member of staff
- Serious behaviour is entered onto CPOMS; the records are closely monitored by the Head teacher
The thresholds for whether an incident should be recorded are as follows:
 - The class teacher has arranged a formal meeting with the parents
 - The class teacher has asked the Head teacher to intervene and parents have subsequently been informed

- A number of low-level instances have happened repeatedly despite appropriate strategies being used and these are having a negative impact on other the learning and well-being of other pupils or the member of staff
- Children who present a health and safety risk to themselves or others will be removed from the situation immediately and, where necessary, restraint may be used; in line with Local Authority guidelines
- Serious misbehaviour may result in exclusion (fixed term or permanent)
- Should a pupil's behaviour warrant further support then the school will consult with the Behaviour Support Service
- Bullying is a very serious matter and will be dealt with in accordance with the school's Anti-Bullying Policy
- Racist/homophobic behaviour which includes racist comments or name calling is unacceptable and will be dealt with severely. A record of any event will be logged.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on a sports event.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour Management

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Rewards/Sanctions

Reward	Criteria	Who can award?	Reward/Sanction	Expectation
Behaviour Chart	For recognising positive behaviour above or warning children who have displayed that which is below expected standard	In class only	Thumbs down is a warning Thunder cloud – miss 5 minutes of playtime	Most children will remain on target for the majority of a day – thumbs up and amazing rainbow are wow moments.
House Points	For personal achievement linked to learning eg. improving score in spelling test; being increasingly resilient; class target (if appropriate)	Whoever is teaching pupil	Put a token in the house jar Put a tick on child's individual record.	All pupils should earn house by end of year Most should earn bronze Some should earn silver

				A few (across the whole school) should earn gold
Marbles	For contributing to whole school/class ethos eg. demonstrating Christian Values; class target (if appropriate)	Any adult	Marble on chart displayed in classroom 100 = class treat afternoon.	3 per year – NOT to be during the last week of terms 2, 4 or 6. Do not arrange for same day as another class.
Curriculum Postcards	For exceptional learning behaviours, outcomes and successes	Class teacher recommends to subject leader	Postcard is sent home as a surprise for parents. Subject Leader will have praised child and recognised achievement but not told them about the reward	Subject leaders will aim to award 3 – 5 a year across the school

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

Any prohibited items (knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic items) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Exclusions

We do not wish to exclude any child from school but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault another child or member of staff
- Children commit serious breaches of the Behaviour Policy

Please see the school's Exclusion Policy which outlines the exclusion process in detail. This policy is based on the DfE Guide 'Exclusion from Maintained School, Academies and Pupil Referral Units in England' (2017)

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil Transition

To ensure a smooth transition to the next year, pupils have a transition session with their new teacher. In addition, staff members will hold meetings in order to discuss transition.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint. Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Full Governing Body every three years. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body every three years.

Links with other policies

- Anti-Bullying Policy
- SEND Policy
- Attendance
- Child Protection and Safeguarding
- Equality Information
- Use of Force to Control or Restrain Pupils Policy

Appendix 1



Written statement of behaviour principles

- Every pupil understands they have the right to be listened to, to feel safe, valued and respected, and learn free from the disruption of others
- The fundamental approach is a positive one, drawing attention to and rewarding good behaviour and mutual respect
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Staff will keep abreast of current issues and initiatives
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Body every three years.