



## King's Cliffe Endowed School. Behaviour Policy

### 1. Aims and expectations

- 1.1 It is a primary aim of our school that every member of the school community feels 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 behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a small number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### 2 Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
  - teachers and other adults congratulate children
  - teachers and other adults give children stickers, stars, certificates and house points
  - A house point system runs across the school and children from Foundation up to Year 4 are allocated a house (named after scientists) to represent. The house points for each house are totalled every term and the winning house receives the house cup with their coloured ribbons on, which is displayed in the main hall.
  - Additional reward systems are run across the school. In Foundation a smiley face chart is kept for each child and certificates rewarded when they reach five smiley faces in the Autumn term and 10 smiley faces in the Spring term. Children in year 1 have 'Star of the Week' where they receive a certificate and mascot to take home for the weekend. They also have a diary so that they can write an entry about the time the mascot spends at



home with them. Many children like to include photographs too. Year 2 have 'Star of the day', where the children receive a certificate and take home a mascot overnight. In years 3 and 4 children become directly involved in modelling outstanding behaviour by King's Cliffe Endowed School Behaviour Policy being given responsibilities, such as playground buddies and are rewarded through the house point system.

- all children take part in a weekly celebration assembly on a Friday where individuals are nominated by adults and children to receive the Outstanding Achiever or Awesome Attitude awards.
- Children are encouraged to nominate their peers for any of the above awards.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school, for example, music, dance or swimming. Children are encouraged to share these achievements in our celebration Friday assembly.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation:

2.4 Sanctions for actions:

1. Oral reminder which follows clear recognition, choice and behaviour modification format (see below)
2. Warning - reminder of school rule(s)
3. Child is moved nearer the teacher or asked to sit on their own and rule broken is reinforced with child, so that they have a clear understanding
4. Child loses 5 minutes break time (plus filling in a behaviour reflection sheet)
5. Sent to Head Teacher
6. Parents informed and a meeting requested.

2.5 Teachers and other adults in school are expected to use the following 'choice' vocabulary when handing out sanctions to children. Children are to be told that their behaviour is not acceptable and that if they CHOOSE to persist in it what the result of their actions will be (i.e. asked to move) children are then asked if they are clear on the rule broken and asked to acknowledge their understanding to the teacher.

2.6 If the behaviour persists then the next sanction is adhered to, again with a scripted choice explanation - Child is told that they have been made aware of the consequences, they have CHOSEN to continue to behave in that way and therefore they will now lose five minutes – "have I made this clear for you?" They are then told that if they CHOOSE to continue to behave in this way what the next sanction will be and asked if the adult has made it clear for them.

2.7 All staff are required to have high expectations and are rightly proud of our school and should see discipline and behaviour management as a collective responsibility. This includes promoting positive, polite behaviour around the school, in corridors and playgrounds and towards visitors – e.g. Holding doors open, standing back to allow adults or pupils through, saying please and thank you. Staff are expected to model positive behaviour and treat pupils with respect and equality.

2.8 The class teacher discusses the school rights with each class. In addition to the School Rights, each class also has a copy of the School Promises, which shows children ways to behave which will enhance and improve their learning experience. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social King's Cliffe Endowed School Behaviour Policy behaviour, the class teacher discusses these with the whole class or the incidents may become the focus of whole school assemblies or PSHE sessions.



2.9 The school rights state that:

In this school we all have :

- the right to feel and be safe,
- the right to learn and
- the right to be treated with respect.
- 10 School Promises:
- Be respectful towards others and school property
- Walk inside school
- Remember our manners – please and thank you
- Keep our arms and legs to ourselves
- Always try our best and help others

2.11 We constantly encourage our children to be reflective in the way they conduct themselves and in their work. The Secrets to success support this by asking them: How can I be a successful learner? What are the secrets of success?

- Don't give up
- Try new things
- Work hard
- Understand others
- Concentrate
- Improve
- Imagine
- Challenge myself

2.12 The school does not tolerate bad behaviour and bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The school recognises that we have the power to discipline if we witness any non-criminal bullying or bad behaviour outside the school gates. We have a policy for bullying and a child friendly policy written by the children.

2.13 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

2.14 The school does not tolerate

### **3 The role of the class teacher**

3.1 It is the responsibility of the class teacher to ensure that the school rights are enforced in their class, and that their class behaves in a responsible manner during lesson time. King's Cliffe Endowed School Behaviour Policy

3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.



- 3.3 The class teacher treats each child fairly and enforces the rights consistently. The teacher treats all children in their class with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.
- 3.5 The head teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The head teacher may, for example, discuss the needs of a child with the behaviour support service from CYPS.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher, in consultation with the head teacher, may also contact a parent if there are concerns about the behaviour or welfare of a child.

#### **4 The role of the head teacher**

- 4.1 It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The head teacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

#### **5 The role of parents**

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rights in the school prospectus, and we expect parents to read these and support them.
- 5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. King's Cliffe Endowed School Behaviour Policy
- 5.4 If the school has to use reasonable sanctions to support a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

#### **6 The role of governors**

- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.



- 6.2 The head teacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

## **7 Fixed-term and permanent exclusions**

- 7.1 Only the head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2 If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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 how to make any such appeal.
- 7.3 The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.
- 7.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.6 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.
- 7.7 If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

## **8 Monitoring**

- 8.1 The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents.
- 8.3 The head teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.
- 8.4 The head teacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.
- 8.5 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.
- 8.6 The school recognises its duties under the Equality Act 2010 in respect of safeguarding children with Special Educational Needs and all vulnerable children.

## **9 Malicious allegations against school staff**

- 9.1 Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. The school will refer straight to step 6 of 2.4 as an appropriate sanction and depending on the circumstances this will be



referred to the police if there are grounds for believing a criminal offence may have been committed.

## 10 Review

10.1 The governing body reviews this policy every two years.

Appendix 1 Home/School Agreement

Signed by Head Teacher: \_\_\_\_\_

Signed by Chair of Governors: \_\_\_\_\_

Date: \_\_\_\_\_

Review Due: December 2015

