



Behaviour Policy

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Ready, Respectful, Safe

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AIMS AND EXPECTATIONS

Our Three Values:

We are READY

We are RESPECTFUL

We are SAFE

What they mean to us:

Ready

We will be present and available for children, colleagues and the wider community and will act decisively and supportively.

Respectful

We will model throughout all interactions, considerate, professional and respectful behaviours with all members of the school community.

Safe

We will ensure a safe school community by developing and maintaining positive relationships and engaging with the PACE approach to all interactions within the school community.

We aim:

- To provide a clearly defined framework that can be easily understood by parents, teachers, other staff and children.
- To develop effective relationships with all children.
- To clarify the limits of behaviour at different times and places throughout the school day so that children may work in a safe and happy environment.
- To provide a code of behaviour that will enable the children to develop self-discipline in order to take a meaningful and purposeful place in our world.
- To ensure our approach is clear, fair, understood and reflected within the school curriculum and the general role model offered by all who work in school.

Shared Expectations:

We expect the children to spend time learning at Clements in a secure and aspirational setting. Consequently we base our Behaviour Policy on our school values:

- Ready-For learning and listening.
- Respectful-Environment and people
- Safe-At all times

Learning Behaviour:

Our culture for learning stems from the Success For All Co-operative learning standards. Classrooms should be active learning environments where all children are engaged and enthused:

- Everyone Participates-Involve all team members in a discussion or project including those who are reluctant to participate.

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- Practice Active Learning-Listening with a goal or question in mind and analysing what you hear or see in light of this question.
- Help and Encourage Each Other-The ability to gauge where team mates are in their understanding to help them extend their knowledge or skill.
- Explain your ideas and tell why-The foundation necessary for all students to effectively communicate their thinking or justify how they came to a particular answer.
- Complete tasks-Involves working hard to complete all expected work.

1. HOW WE RECOGNISE AND REWARD GOOD LEARNING BEHAVIOUR AND WORK

- A Recognition Board in every classroom recognises positive behaviour.
- Regular verbal praise either direct to child or to a group. We use a child's good work or behaviour to praise in front of the others.
- Positive comments written on work and shown to parents at Parents Evenings.
- 'Flying High, Aiming Higher' nominations will be read out in Friday's assembly and invited for hot chocolate with the Headteacher/Deputy.
- Class Dojo points are given to recognise and reinforce the co-operative Learning Behaviours. Certificates are given out for 25, 50, 75 and 100 points in whole school assembly.
- Team of the week is celebrated with additional dojo points and table trophy.
- Children are sent to the deputy headteacher or headteacher for special deputy or headteacher merit stickers and Dojos.
- Lunchtime supervisors are encouraged to give verbal praise. They may give stickers to children to encourage them to eat their lunch or for helpful behaviour.
- Children's work is used for displays.
- Visitors are encouraged to identify excellent pupils.

2. UNACCEPTABLE BEHAVIOUR

- All reprimands are in private/quietly. Children are given 2 chances then on their third warning will miss 2 minutes of breaktime to have a restorative conversation with their teacher. If behaviour continues they will have 5 minutes to calm down within the classroom or just outside the door-the child will then lose 2 mins of playtime to have a restorative conversation with their teacher. Finally R&R support will be asked for, parents called and miss 2 mins breaktime have a restorative conversation with their teacher.
- All staff will use the agreed script to address unacceptable behaviour (See appendix)
- Concerns over low level behaviour are in the first instance dealt with by the class teacher and positive individual strategies may be applied. Teachers will speak to the child and work closely with parents to gain a clearer perspective.
- Repeated instances of unacceptable behaviour will trigger a log being kept of such behaviour.
- Parents may subsequently be asked to meet with the class teacher and Deputy Head. Individual behaviour plans, risk assessments, pastoral support plans and other interventions may be put in place to support the child.

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- The Headteacher's involvement after persistent breaches of the School's Behaviour Policy. The Governors have agreed that persistent low-level interruption, which prevents others from learning, may result in a fixed term exclusion.
- In PE, for health and safety reasons, one warning only will be given before a child is asked to sit out for an appropriate time, to reflect on their behaviour.

Serious Breaches of the Behaviour Policy:

These may take the form of:-

- Physical abuse to another child or adult e.g. Hitting, kicking, spitting.
- Foul language to another child or adult
- Running out of school
- Total lack of cooperation e.g. running out of class
- Wilful, malicious damage to property
- Racist and sexist incidents
- Behaviour which interferes with the rights of teachers to teach and children to learn
- Cyber Bullying – See Online Safety policy.

What staff do:

Immediate referral to headteacher who will deal with the matter, keep a note of the incident **and decide whether it is sufficiently serious to warrant immediate exclusion** – either for a fixed term or permanently. *(see Appendix A for more on exclusions)*

If a child does not stop the action then the teacher uses the internal telephone system to seek support.

3. SCHOOL TRIPS

Where there are concerns about a child's behaviour, suitable arrangements will be put in place to support the pupil. These may include:

- Inclusion of the children explicitly on the trip risk assessment
- asking a parent to accompany the child
- agreeing that the parent will collect the child if necessary.

If an appropriate arrangement cannot be made, the child will stay in school and learn with another class.

4. MOBILE PHONES AND ELECTRONIC GAMES AND DEVICES

Mobile phones and electronic games and devices are not permitted in school. This is because they may be disruptive, or may get broken or lost. Where it is necessary for a child to bring such an item due to an exceptional circumstance, this must first be agreed with the headteacher. The phone or other electronic item will be kept in the school office for return at the end of the school day. Any other item that disrupts teaching and learning may be confiscated

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Where an inappropriate item is confiscated this will be kept at the school office for collection by the pupil at the end of the school day. If the item is potentially dangerous or if it is persistently confiscated, an adult may be asked to collect it. If it is not collected after one week, it may be disposed of.

It may be necessary to search a child for prohibited items (see Appendix C).

5. PARTNERSHIP WITH PARENTS

What parents can do to support their child's learning in school.

The 1988 Education Act requires that children learn the subjects of the National Curriculum and that all parents are informed of their child's progress. It is helpful to discuss reports and parents evening comments with children to offer praise and reinforce aspects for improvement.

Both the Act and the Parents Charter give parents new responsibilities to ensure that their children come to school in a fit state to learn.

- The children should have adequate sleep, appropriate school clothing and be fed properly beforehand.
- It is also the parent's responsibility to ensure that children attend school regularly and punctually. Truancy is not an issue in this school but parents should be aware that absence without authorisation does not promote good behaviour and discipline and may adversely affect the child's progress in learning and confidence.
- Parents have a vital role to play in fostering good behaviour and we actively seek your support.

The school will support parents through the basic rules and through shared interest, support and encouragement.

Sometimes a class teacher will mention an incident to a parent at the end of the day. Normally parents will not be told about minor incidents but will be consulted where serious or repeated incidents occur.

If a more serious incident has occurred then the parent will be informed by the headteacher/deputy, either face to face, in writing or possibly by telephone. The staff and Governors hope that parents will support the school in its efforts to ensure good behaviour prevails. They would remind parents that issues out of the school hours should be dealt with by parents.

Please note that parents commit an offence in school if they:

- use threatening, abusive or insulting words or behaviour,
- behave in a manner within the hearing or sight of a person so that person is likely to feel harassed, alarmed or distressed.

The police may be involved in these situations.

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6. BEHAVIOUR AT BREAKTIME AND LUNCHTIME

The mid-day supervisors deal with any minor incidents and only refer more serious matters to the duty teacher or headteacher at lunchtime. The duty staff take this role at breaktime. A normal punishment for a more serious incident would be immediate loss of playtime followed by internal lunchtime exclusions when a child is not allowed out to play but remains indoors. Children may have alternative arrangements for lunchtime.

If a pupil leaves the school premises without permission:

- Immediately inform the office and a member of the SLT who will then telephone the child's parents and, if the parent is not contactable, the police.
- If there are sufficient adults left to supervise the children (at least 1 for each class), the child may be followed at a safe distance by 2 adults to monitor the child's whereabouts. **Staff must not run after the child (unless it is deemed that the child is in immediate danger).**

Where children are in danger of harming themselves or others, the teacher is empowered to use physical restraint to prevent possible injury.

7. USE OF REASONABLE FORCE TO RESTRAIN PUPILS

The DfE publication, Use of Reasonable Force (July 2013) provides clarification on the use of force to help staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.

At Clements Primary Academy teachers and other approved staff have a legal right to use reasonable force to prevent a pupil from:

- Hurting themselves or others
- Damaging property
- Causing disorder

There is no legal definition of reasonable force, but the school has established the following criteria for use of reasonable force:

- It must always be used as a last resort
- If the circumstances of the incident warrant it (see above)
- The degree of force must be in proportion to the circumstances
- The age and understanding of the pupil must be carefully considered

The minimum amount of force for the minimum amount of time possible must be used and never as a punishment.

Physical intervention can take a number of forms:

- Physically interposing between pupils

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- Standing in the way of a pupil
- Leading a pupil away by the hand or by gentle pressure on the centre of the back.

In extreme cases restraint from behind might be used, and on these occasions parents will be notified.

All incidents when restraint is used must be recorded as soon as possible. The following information (as a minimum) should be detailed on CPOMS with written statements of witnesses:

- Name of pupils involved;
- The time of the incident;
- The place where the incident occurred;
- The names of staff or other authorised adults involved.

Where the incident has been prolonged or where considerable force has been used the following details should be recorded:

- Name of all witnesses, pupils and adults;
- Signed witness statements;
- The reason for force being used;
- A description of the way in which the incident developed;
- The pupil's response;
- Details of the outcomes of the incident including injuries and damages.

A general complaints procedure should be made available for parents. This should be used where parents believe inappropriate intervention has been used. However, where the policy documents for the school are clear and understood by both parents and pupils, complaints will be minimised.

8. BULLYING, RACIAL OR SEXUAL HARASSMENT

We recognise that bullying and harassment can and does take place in all walks of life and incidents of this kind will always be taken seriously and dealt with promptly using the methods outlined above.

Definition: What is Bullying?

a) Our Shared Beliefs about Bullying

Bullying damages children's and young people's physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life.

Bullying causes harm to those who bully, those who are bullied and those who observe bullying. This school believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying.

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The purpose of this policy is to communicate how the school aims to create a climate and environment in which everyone agrees that bullying is unacceptable and is committed to tackling it in order to improve outcomes for children and young people.

b) A Definition of Bullying

The intentional and (usually) persistent physical, verbal or emotional hurting of one person. Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Our school has defined bullying as:

Bullying is when somebody deliberately hurts you physically (e.g. punching or kicking) or mentally (e.g. name calling) over a period of time.

c) Forms of Bullying

Bullying behaviour can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

- Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.
- Verbal – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them
- Relational / indirect – by having nasty stories told about them; being left out, deliberately ignored or excluded from groups.
- Electronic / 'cyberbullying' - for example, via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone.

Specific Types of Bullying

Specific Types of Bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to children with gifts and talents
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked – after children or otherwise related to home circumstances
- Sexist or sexual bullying

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Bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations have been identified and include:

- The ring-leader, the person who through their social power can direct bullying activity.
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

What will the school do about incidents of bullying?

If an incident of bullying is known about by the school, we will:

- work to make sure that the person being bullied is safe;
- work to stop the bullying happening again;
- provide support to the person being bullied; and
- take actions to ensure that the person doing the bullying learns not to harm others.

Preventative strategies include:

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities (in particular, PSHE classes can be used to discuss issues around diversity and draw out anti-bullying messages). The Social and Emotional Aspects of Learning (SEAL) programme, a whole-school and whole curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, is also highly relevant to reducing bullying.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November of each year; and whole-school assemblies).
- Engaging pupils in the process of developing the school anti-bullying policy and promoting open and honest reporting.
- Improving the school environment, looking in particular at staff supervision patterns; the physical design of the building(s); and joint work with partners such as transport service providers.

Reactive/Disciplinary strategies:

Disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he/she has done is unacceptable;
- deter him/her from repeating that behaviour; and
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

Disciplinary strategies may include:

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Meetings with headteacher/child/parents
Writing letters of apology
Removal to another class
Loss of break/lunch privileges
Detention

Other strategies may include:
Circle of Friends approach
Restorative justice approach

Reporting and Monitoring Bullying

Keeping records of bullying incidents will enable the school to:

- manage individual cases effectively;
- monitor and evaluate the effectiveness of strategies;
- celebrate the anti-bullying work of the school;
- demonstrate defensible decision making in the event of complaints being made;
- engage and inform multi-agency teams as necessary

The school encourages and equips the whole school community to report all incidents of bullying, including children who have experienced being bullied and bystanders who have witnessed an incident. The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Staff who are trained in anti-bullying issues
- Parent Support Workers/School Nurse
- Direct contact between parents, children and staff
- Mentors

All Bullying Incidents should be reported on CPOMS

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Appendix A – Exclusions

EXCLUSIONS-Exclusion from maintained schools, academies and PRUs in England (September 2017):

Exclusion is seen as the last resort in the School's system of sanctions.

Where there is a child at risk of exclusion a Pastoral Support Programme (PSP) is put in place and external services requested. The aim of the School is to keep children in school unless cases of indiscipline or breach of School rules are such that exclusion can be seen as the only way to maintain the safety of individuals, good order, behaviour and discipline.

This can be of two types:

- Fixed term, where the pupil is normally excluded for between 0.5 and 5 days at one time; up to a maximum of 45 days within an academic year. Including fixed period lunch time exclusion.
- Permanent.

Exclusion can only be sanctioned by the Headteacher and all procedures associated with it are carried out in accordance with LA guidance. Whenever possible, a parent / carer is contacted by telephone in the first instance. A formal letter follows with copies to the Chair of Governors and is recorded on SIMs. The appropriate form is also attached to the latter.

Where possible, work is set for the period of exclusion.

Following a fixed term exclusion, the pupil and their parent / carer are seen by the Headteacher prior to being re-admitted to school. This is called a reintegration meeting which is normally organised before the start of a new day.

In some cases, a pupil who completed a PSP and continues to have regular fixed term exclusions coupled with a poor behaviour record will be raised at the In Year Fair Access Panel meeting and then may be permanently excluded. In these cases, the pupil and a parent / carer will be asked to attend a meeting with governors.

Procedures for a permanent exclusion follow DfE Statutory Guidance September 2017.

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A Pupil Discipline Committee of at least three governors (excluding staff) considers a report from the Headteacher and representations from the parent / carer within 15 school days. If the permanent exclusion is upheld, the parent / carer is given advice by the Local Education Authority to determine future provision for the pupil. The parent / carer may appeal to Suffolk County Council, if they are unhappy with the decision of the Pupil Discipline Committee.

Appendix B - Detention

- Schools have a legal power to put pupils (under 18) in detention.
- Detention as a sanction must be communicated.
- Outside school hours – section 5 of the 2011 Act removes the requirement of staff in schools in England to give 24 hours written notice.
- Lunchtime detention – no notice required.
- Parental consent not required.

Appendix C – Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for other items



Clements Behaviour Expectations



Our Behaviour Values: -

We are READY

We are RESPECTFUL

We are SAFE

If you do not follow the Behaviour Values:-

- You will be spoken to twice,
- You will be asked to take time for 5 mins-you will miss part of your playtime to have a restorative conversation with your teacher.
- If you return and your behaviour continues to be unacceptable you will go to the R&R room. Mrs Farizo will help you and let your parents know that you have missed learning.

Time in the R&R room means:

- Helping you to improve your behaviour.
- A safe place to regulate your emotions.
- Talking to an adult.

**First Warning:**

Reminder of Ready, Respect, Safe

Caution:

Your behaviour is... (disruptive/damaging/dangerous)

If you choose to....., that would be fantastic.

If you choose not to.....,then you will miss some playtime.

Think carefully about your next step

Last Chance:

I have noticed that you are still....(you are having difficulty concentrating)

You are not... (Ready/Being Respectful/Safe)

Do you remember... (yesterday when you ...)

That is who I need to see today

I will speak to you at playtime.

Thank you for listening

Time Out:

Take some time to compose yourself

Restorative Conversation:

1. What Happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should WE do to put things right?
8. How can WE do things differently in the future?
9. Is there anything I need to do to help you?

**Out of the classroom script****First Warning:**

Reminder of Ready, Respect, Safe

Caution:

You are being....(Unsafe/Disrespectful/Not ready)

I need you to....(Line up/Get down/Go inside)

You can do better than this

Thank you

Repeat if necessary then add:

I will need to inform your class teacher if you don't...(Get down/Put down the stone)

You played lovely yesterday, I know you can make the right choice.

Thank you

Dangerous incidents:

You are being....

I need you to go inside where we can find out what has happened

Thank you