



Diocese of Norwich  
Education and  
Academies Trust

# Cawston Church of England Primary Academy

## Behaviour Policy

<b>Policy Type:</b>	School Policy
<b>Approved By:</b>	LGB
<b>Approval Date:</b>	9 October 2018
<b>Review Date:</b>	Autumn 2019
<b>Person Responsible:</b>	Head Teacher

## **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 number of school rules, but the primary aim of the behaviour policy is a restorative system, 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 consequences**

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children;
  - teachers give children house points and these in turn are awarded Bronze, Silver and Gold certificates; house point shield is awarded weekly;
  - each week we nominate children across the school to be Citizens or Stars of the Week;
  - Stars and Citizens are congratulated weekly in the school assembly;
  - we distribute merits and house points to children either for consistent good work or behaviour;
  - we acknowledge outstanding effort or acts of kindness in school eg 'Kindness Cup';
  - children are chosen in assembly for their good behaviour;
  - class charts recognise positive behaviour – stars and thundercloud;
  - HT awards special stickers and certificates;
  - class awards and praise as appropriate.
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school.
- 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.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
  - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
  - If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, the teacher may isolate a child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
  - Time Out at lunchtime and restorative log kept – parents are informed after recurring incidents.
  - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
  - If a child threatens, deliberately hurts or bullies another pupil, the class teacher records the incident and the child's behaviour will be dealt with. If a child repeatedly acts in a way that disrupts or upsets

others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

- 2.4 The class teacher discusses the school Golden Rules with each class. In addition to the school rules, each child also has his/her own behaviour target, which is reviewed by the child and teacher as part of Assertive Mentoring. 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 behaviour, the class teacher discusses these with the whole class during 'circle time'.
- 2.5 As stated in our Safeguarding Policy, the school does not tolerate bullying, including cyber 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. We participate in the annual Anti Bullying Awareness Week.
- 2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular: *The Use of Force*. Staff only intervene physically to restrain children 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. Staff are trained to follow the Norfolk STEPS guidance.

### **3 The role of the all staff**

- 3.1 It is the responsibility of all staff to ensure that the school rules are enforced in classrooms and around the school, and that classes behave in a responsible manner during lesson time. Teachers and Support Staff model the behaviour that is expected.
- 3.2 Staff in our school have high expectations of the children in terms of behaviour at all times, and they strive to ensure that all children work to the best of their ability.
- 3.3 Staff treat each child fairly and enforce the classroom code 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. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher, lead teachers and SENCO.
- 3.5 The class teacher and SENCO liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or School Support team.
- 3.6 The class teacher reports to parents about the progress of each child in their class referring to the behaviour grid, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **4 The role of the headteacher**

- 4.1 It is the responsibility of the headteacher, 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 headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The headteacher 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 headteacher keeps records of all reported serious incidents of misbehaviour and bullying.
- 4.4 The headteacher 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 headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified following LA policy.

## **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** The school aims and expectations are set out in the school brochure 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.
- 5.4** If the school has to use reasonable sanctions 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 class teacher. If the concern remains, they should contact the head teacher and then the school governors. If these discussions cannot resolve the problem, a formal complaint 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 headteacher in carrying out these guidelines.
- 6.2** The headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

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

- 7.1** Only the headteacher (or the acting 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. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2** If the headteacher excludes a pupil, s/he informs the parents 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 how to make any such appeal.
- 7.3** The headteacher informs the LA 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 headteacher.
- 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 an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 7.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## **8 Monitoring**

- 8.1** The headteacher 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 record of series incidents of misbehaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.
- 8.3** The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4** 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.

## **9 Review**

- 9.1** The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.