



Cawston Church of England Primary Academy

Positive Behaviour Policy

Policy Type:	School Policy
Approved By:	LGB
Approval Date:	Autumn 2021
Review Date:	Autumn 2022
Person Responsible:	Head Teacher

Aims

Cawston Primary Academy's behaviour policy is based upon Part 7 of the [Education and Inspections Act 2006](#) and promotes British values (democracy, British Law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs).

As a church school, we are a caring community that expects every member to behave in a considerate way towards others and to promote an environment where everyone feels happy, safe and secure.

School Ethos

This policy aims to help children grow in a safe and secure environment in accordance with our school vision which states:



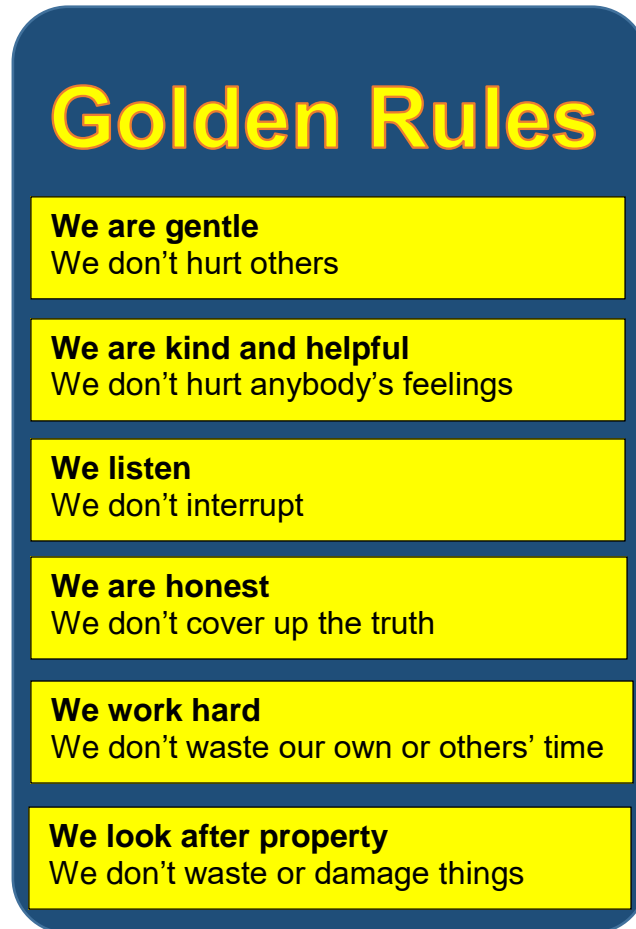
We recognise the diverse talents and gifts that children bring to our community. Jesus says that the seeds will thrive if they are well nurtured. Our school provides an ideal environment for individuals to achieve their potential.

Our school values are incorporated into **CAWSTON** as an acronym:

Celebrate	We recognise our Cawston Character Traits daily in class, around school and in Monday's Celebration Assembly.
Aspire	We want Cawston children to be the best they can be and develop the values of wisdom, hope and peace.
Wonder	Curiosity is encouraged to develop their ability to observe, ask questions, hypothesise and pattern seek about the world around them.
Social Graces	We teach thankfulness, respect, friendship, humility, compassion, service and generosity.
Think Imaginatively	We encourage creativity.
Own It	We encourage children to be responsible, truthful, show courage and forgiveness and understand justice.
Never Give Up	We develop perseverance and resilience.

This is the language used in school and the character traits we encourage children, staff, parents and the community to adhere to, growing excellence in us all.

Jenny Mosley's Golden Rules are displayed in every classroom and they are regularly referred to as part of Collective Worship, PSHE and, as appropriate, throughout the school day.



We believe that the key to positive behaviour is for our high expectations to be upheld consistently and fairly in our school. All members of our school community are expected to support these values, leading by example.

Day to day examples include:

- Greeting children and expecting a reply
- Promoting the importance of social graces
- Excellent walking – quietly around the school, opening doors for visitors, adults and each other

Children are regularly and actively encouraged to talk to an adult, such as the class teacher, if they feel other children are treating them unfairly. Bullying is never tolerated and we act immediately to stop any occurrences of such behaviour. We do everything in our power to ensure that all children look forward to attending school and do so, free from fear.

Our Anti-Bullying Policy outlines our approach.

Rewards and Sanctions

Our Cawston character traits are the foundation for growing excellence in behaviour.

Typically rewards consist of:

- Daily Roll of Honour
- As part of the weekly Celebration Assembly children from each class are nominated to be Cawston Characters using the CAWSTON character traits. This becomes a half termly Roll of Honour.

- Dojo points are awarded in class. These are viewable by parents using the Class Dojo app.
- The 'Kindness Cup' and 'Health and Fitness Cup' are awarded each half term.
- Sportasaurus is awarded to a member of the nominated class for that half term. Each class has a half term Sportasaurus focus.
- Efforts and achievements from in and out of school are acknowledged, e.g. Norfolk Library Service Reading Challenge, WNDSP Sports Certificates.
- Positive messages go home weekly.

By encouraging the many aspects of our pupils' best qualities, we are striving to meet our aims of developing confident, well-rounded pupils who are respectful of themselves and one another.

Where these standards are not met, school staff support pupils to modify their behaviour through making appropriate adjustments, applying the Behaviour and Measures Chart as necessary (see Appendix 1).

Where sanctions are necessary to maintain the high expectations, they are planned and conveyed by class teachers and tailored to meet the needs of the pupil/s in question. They are only used with the express intention of maintaining a safe and positive learning environment for all our pupils. The sanctions are detailed on the Behaviour and Measures Chart, which is applied via an escalating scale. Before any sanction is applied, staff are required to provide the rationale for its use; children will always be told why a particular sanction has been actioned in order to help them understand their actions and consequences.

Pupils whose behaviour is regularly causing an unsafe and/ or negative learning environment for themselves or others may have their own personal behaviour plans and typically include extra incentives and strategies, designed specifically to support them to behave in a more positive way.

Fixed Term Exclusions

Good discipline in schools is vital to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted (see Appendix 1). When the head teacher (or deputy in their absence) excludes a child, their parent/s will immediately be notified of the period of the exclusion and the reasons for it. In the case of a permanent exclusion, they will be informed of the fact that it is permanent. At the same time, the head teacher will make it clear that parents may appeal, if they wish, against the decision to the federation Governing Body and provide details of how this may be done.

Working in partnership to promote excellent behaviour

The role of children:

The children should have high expectations of both their own and others' behaviour. Within an atmosphere of safety, trust and justice, children should feel they are able to raise any concerns they have about behaviour in their school.

The role of staff:

It is the role of all adults in school to have high expectations of behaviour and ensure just and consistent adherence to the rules. Class teachers report to parents termly about the

general progress and behaviour of each child. They may also contact a parent if there are more immediate concerns about the behaviour or welfare of a child.

The role of parents:

Parents are seen as important partners in their child's learning, and are actively encouraged to get involved in the life of the school. The school has an open-door policy and actively encourages parents to come into school where staff always endeavour to find time to listen to their concerns.

The role of governors:

The Local Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the head teacher to carry out these guidelines.

Government Guidance

Looking after our buildings and equipment:

It is not permitted for children to bring expensive equipment such as mobile phones in to school. Toys, games and other items such as these should be left at home. If, in exceptional circumstances, a mobile phone is needed in school, it must be handed over to a member of staff and kept securely in the office during the day.

Government guidance states "School staff can search pupils with their consent for any item which is banned by the school rules. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions without consent, where they suspect the pupils have weapons, alcohol, illegal drugs and stolen items."

Use of reasonable force:

The Government permits the use of reasonable force by staff to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom.

On the rare occasions it is judged necessary to use restrictive physical interventions, these are only used if the situation deems it reasonable. The measures taken will be proportionate and necessary and implemented only where there is a clear behaviour plan around the child and the staff have undergone specialist training.

Behaviour outside of school:

Pupils are expected to represent themselves in accordance with the expected behaviour standards at all times, including outside of the school day. If incidents involving pupils are witnessed by a staff member or reported by another party, the head teacher may notify the police. If behaviour is likely to cause a child to suffer significant harm, the safeguarding policy will be followed.

Reviewing this Policy

This policy should be reviewed regularly. Staff and Governors will need to gather information to evaluate whether the policy:

- Accurately reflects the Christian ethos of the school
- Meets the needs of all members of the school community
- Addresses day-to-day handling of behaviour issues
- Is having a positive effect on behaviour and attendance within the school community

Governors will be kept informed as to the effectiveness of this policy through the Head teacher's Report to Governors at the half termly meetings.

Appendix 1: Behaviour and Measures Chart

	Behaviour causing concern	Consequence	School Action
Stage 1	Ignoring instructions Minor class disruption Occasional talking at inappropriate times Not lining up sensibly Accidental damage through carelessness Deliberate time wasting Name calling	1:1 discussion with class teacher/ TA Time out of class Restorative time at playtime /lunchtime	Lesson planning – vary activities Seating plans Advice from SLT Behaviour chart
Stage 2	Disengaged from learning/ wandering around Persistent class disruption Not responding to teacher guidance Using equipment inappropriately Unpleasant attitude towards others Hurting others physically or emotionally Disrespect to adults or pupils Swearing	Missed break Parent meetings/phone call home Time out of class/ Internal exclusion Writing a letter of apology Completing unfinished work at break Work sent home for completion	Parent meetings Monitoring of behaviour incidents Refer to leadership team
Stage 3	Deliberate persistent disturbance of learning Disrespectful comments Major challenge to authority Bringing inappropriate items to school Swearing (verbal and/or physical gesture) Wilful destruction of property Physical harm – bullying or fighting Inappropriate touching Leaving class without permission Repeated refusal to follow instructions Offensive name calling e.g. racist, homophobic etc. Bullying / cyber-bullying	HoS involvement Same day phone call and/or meeting with parents Pre-arranged internal exclusion Fixed Term exclusion Missing a class trip	Referral to SLT Monitoring of behaviour incidents SEN support Signposting to appropriate support Fixed term exclusion Inclusion Team involvement
Stage 4	Persistent and serious behaviour problems Repeatedly leaving the class without permission Fighting with intentional physical harm to others Throwing large dangerous objects e.g. chairs Verbal/ physical abuse towards a member of staff Extreme danger or violence Bringing a dangerous object/ weapon to school Leaving the school site Very serious challenge to authority Illegal behaviour	Immediate involvement of HoS/EHT Fixed term exclusion – recurring behaviour will involve longer exclusions Behaviour pertaining to lunchtimes will involve exclusion at lunchtimes Permanent exclusion	On-going parent partnership Reduced timetable and reintegration plan Fixed term exclusion for governors' review

NB

Please note that this is a framework for school and home to work in partnership. There are consequences at each stage that provide restorative conversations and focus on the whole child.