

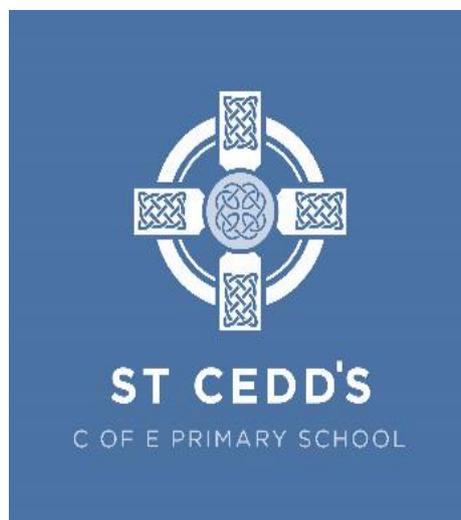


The Diocese of Chelmsford

Vine Schools Trust

Behaviour Policy

September 2020 – to be reviewed September 2021



*'The right to be safe,
The right to learn and the right to teach,
The right to respect others and the right to be respected.'*

God's word is a lamp to guide our feet and a light for our path inspired by Psalm 119:105

Introduction

St Cedd's is a school where everyone is valued and treated with respect. The above rights form the basis for individual responsibility and the rules and routines we subsequently adopt. They will underpin our expectations of pupil behaviour, the dialogue we enter into with children and the rewards and sanctions we employ. Our behaviour policy reflects a positive ethos that builds on the school's Core Christian Values of Forgiveness, Perseverance, Thankfulness, Respect, Truthfulness and Friendship.

St Cedd's is committed to creating an environment where outstanding and exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

At St Cedd's C of E Primary we do:

- Provide a safe, comfortable and caring environment through the fostering and modelling of our core Christian Values where everyone is valued irrespective of age, gender or race.
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches to resolve behaviour

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural needs and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff do:

- Treat children fairly and with respect
- Raise children's self-esteem and develop their potential
- Provide a challenging, interesting and relevant curriculum
- Create a safe and pleasant environment, physically and emotionally
- Use our rules, rewards and sanctions clearly and consistently
- Be a good role model
- Form good relationships with parents/ carers so that all children can see that the key adults in their lives share a common aim
- Positively praise children
- Always pick up on children who are failing to meet expectations and offer timely support

The Head teacher and The Senior Leadership Team do:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers/Dojo's
- Ensure staff training needs are identified and met
- Use behaviour records to analyse, target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours
- Ensure the school behaviour policy is implemented consistently
- Ensure health, safety and welfare of all children
- Have responsibility for giving fixed-term or permanent exclusions

Members of staff manage behaviour by:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Parent/ Carers responsibilities:

- Make children aware of appropriate behaviour in all situations
- Encourage independence and self-discipline
- Show an interest in all that their child does at school
- Foster good relationships with the school
- Support the school in the implementation of this policy
- Be aware of the school rules and expectations

Children's responsibilities:

- Work to the best of their abilities, and allow others to do the same
- Treat others with respect
- Obey the instructions of the school staff
- Take care of property and the environment in and out of school
- Co-operate with other children and adults

Governors' responsibilities:

- Ratify an effective policy for positive behaviour and monitor and evaluate its implementation and impact
- Fulfil their legal obligations in cases of exclusion
- Act as positive role-models
- Maintain and value the ethos of the school

Behaviour for Learning

St Cedd's C of E Primary principles: 'The right to be safe. The right to learn. The right to respect.'

We recognise that clear structure and consistency with predictable outcomes have the best impact on behaviour. Our principle sets out the rules, routines and visible consistencies that all children and staff follow. It is inspired by the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely. Children are praised publicly and where possible reminded in private.

Our school has 3 simple rules **'The right to be safe. The right to learn. The right to respect.'** which can be applied to a variety of situations and are taught and modelled explicitly through our school Vision and core Christian Values.

We also understand however, that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have a bespoke positive behaviour plan or one plan which may include rewards to reinforce positive behaviour.

Team point/Class Dojo Award System

One way that behaviour attitudes above and beyond the expected is recognised, is through Class Dojo. This is directly related to our weekly Team Point system. Dojo's can be awarded by any adult for good behaviour attitudes. These can be awarded to individuals or to the class as a whole. Children can see their Dojo points on a daily basis. Dojo's can also be taken away for inappropriate behaviour.

Children are split into 4 teams across each class and the school – St Edmund, St Cedd, St John, St Thomas. Points are counted every week and the team with the most Dojo points are announced at Celebration Worship every Monday and awarded the team trophy.

Once each class have earned 10,000 dojos they are awarded with a non-school uniform day.

Rewards

Alongside Class Dojo, there are many other ways in which we reward positive behaviour:

- Recognition boards
- Certificates including star of the week
- Stickers
- Phone call/text or email home
- Verbal praise
- Notes home
- SLT/HT praise
- Class Rewards linked to Dojo's
- Show work to another adult
- HT Postcard home
- Gold cards/Recognition Rainbows

Stepped Approach to dealing with behaviour that is not accepted - use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to (keep each other safe, respect one another – show Forgiveness, Perseverance, Thankfulness, Respect, Truthfulness and Friendship.) You now have the chance to make a better choice. Thank you for listening.</p> <p style="color: red;">Example - 'I notice that you're not playing fairly. You are not showing our school value of friendship. Please share. Thank you for listening.' Or 'I notice that you were talking to your neighbour. You are not showing respect to others. Please listen. Thank you.'</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. If you choose not to follow our rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / etc) (learner's name). Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation.</p> <p style="color: red;">Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of not achieving and not showing perseverance. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. TIME OUT	<p>I noticed you chose to (noticed behaviour) You have already had a warning. You need to speak to me after the lesson. You need to.....(Go to quiet area / Go to sit with another class / Go to another table etc). Playground: You need to(Stand by another staff member/ me / Sit on the picnic bench/ stand by the wall, go to the staff room etc) I will speak to you as soon as I can.</p> <p style="color: red;">Example - 'I have noticed you chose to use rude words. You are not being kind or showing the school value of being respectful. You need to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p>
4. FOLLOW UP – Reflection	<ol style="list-style-type: none"> 1. What happened? 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make other people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently? <p>Staff to use judgement to ask, answer and record at least 3 of the questions.</p> <p>If two reflections (KS2), three (EYFS/ KS1), have been completed in a week, the child may be put on report to help keep them focused. If a child is put on report, this will be shared with parents via a phone call or meeting. The child will miss playtimes and lunches while on report.</p>
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	

BEHAVIOUR PATHWAY – see above



Reminder
Warning
Time Out
Follow up/Reflection

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

Sent to SLT/AHT/HT
Parents phoned and/ or
Parents called into school
Seclusion
Exclusion

Sanctions given should be used to promote, “The right to be safe. The right to learn. The right to respect.”

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the actions of individuals.
3. Be consistently applied by all staff and in proportion to the action

Recording of incidents:

All follow up reflections are to be recorded on a reflection sheet as outlined above. These are to be shared with the HT and will be monitored on a half termly basis. Details of some behaviour incidents that reach SLT or are deemed more serious will be recorded via our online CPOMS system. The Head Teacher and SLT monitor these and take appropriate action where necessary.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they stop exhibiting extreme behaviours. These children may have individualised behaviour plans and where necessary Consistent Management Plans to enable all staff to particularly understand that child's needs.

The school also recognises that some pupils have emotional and behavioural disabilities such as those with ADD/ADHD, autism or attachment disorder who have additional needs that may lead them to exhibit extreme behaviours. These children may have individualised behaviour plans and where necessary Consistent Management Plans to enable all staff to particularly understand that child's needs.

Exclusions may occur following extreme incidents at the discretion of the HT and in line with the Vine's Schools Trust Exclusion Policy.

Exclusions

If the measures designed to modify pupil behaviour fail, and the severity of the behaviour is such that the safety and welfare of pupils and staff is compromised, then exclusion, either fixed term, temporary or permanent, will be considered. Although the school's ethos is one of inclusion, if circumstances demand it then the school will not hesitate in using exclusion to protect the welfare of the school community.

Exclusion and the Law

From September 1998 Headteachers have been able to exclude a pupil for up to 45 days in a school year. Where a child is excluded for more than a day or two, work that would normally be done at school will be sent home, and will be marked on their return. Exclusion can be just for a session, e.g. lunchtime, if that is the time when unacceptable behaviour exists, but this step is only taken when all other measures have failed. Refer to the Vine Schools Trust Exclusion Policy.

Incidents of Racial, Homophobic (including Transphobic or Biphobic) Abuse

Any form of homophobic, biphobic, transphobic or racial harassment and abuse will not be tolerated at our school. All incidents will be treated seriously, investigated, dealt with and logged by the Headteacher in the 'Racial Incident Log' or 'Homophobic Incident Log'. 'One-off' incidents or racist or homophobic behaviour will be dealt with in a way which is sensitive to the victim, acknowledging the harm and injustice done, but which also ensures that the offender understands the seriousness of the offence he or she has caused. The offender will be given every opportunity to try to repair the relationship with the victim wherever possible. Parents or carers of both the victim and the offender will be informed. Parents/ carers of the offender will be involved in actions taken to modify the child's future behaviour and attitudes.

Attitudes of respect and tolerance for others will be constantly reinforced throughout all areas of the curriculum.

Anti-Bullying

Bullying is a problem from which all schools suffer to some extent and our school is no exception to this. Bullying is dealt with in the school's Anti-Bullying Policy.

Use of Physical Restraint- The use of force-challenging behaviour

In the context of challenging behaviour, physical intervention with pupils is the positive use of 'reasonable' force (no more force than is needed), in order to avert danger by preventing or deflecting a child's action, or by removing the physical object which could be used to harm themselves or others. Force is usually used either to control or restrain. Control means either passive physical contact (standing between pupils), or restraint (physically holding in order to bring a pupil under control). We agree that the use of force is only lawful if its use is reasonable, proportionate, necessary, and where no more force than is necessary is used.

The Power to Discipline Beyond the School Gate

In line with guidance published by the Department of Education 2016, disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Headteacher, Assistant Headteacher or teacher may choose to impose sanctions if a child is reported for bad behaviour when:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Or when misbehaviour at any time, whether or not the conditions above apply, could have repercussions for the orderly running of the school, pose as a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

Screening and Searching Pupils

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have one of the following prohibited items: knives or weapons, alcohol, illegal drugs, stolen items,

tobacco and cigarette papers, fireworks and pornographic images,; any article that the member of staff reasonable suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and any item banned by the school rules. The member of staff conducting the search should be of the same sex as the pupil being searched and there must be a witness (also a member of staff) and, if at all possible, they should be the same sex as the pupil being searched. However, there is a limited exception to this rule whereby staff can carry out a search of a pupil of the opposite sex and without a witness present, where there is a reasonable belief that there is a risk that serious harm could be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. School staff can seize any prohibited item found as a result of the search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied but the same principles of promoting good behaviour attitudes through the policy will always apply.

Monitoring

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. The Headteacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Monitoring and Evaluation

The implementation and impact of this policy will be monitored and evaluated regularly in a variety of ways:

- Class Teachers will monitor behaviour issues within the school and report regularly to SLT.
- Extreme behaviour issues will be logged using CPOMS and monitored by SLT.
- The termly Headteacher's report for the Governing Body will include an assessment of the effectiveness of this policy and will report on numbers of racist and homophobic incidents.

Policy review date – September 2021

ST. CEDD'S CHURCH of ENGLAND PRIMARY

Behaviour Policy in KS2

For showing good learning attitudes and behaviours I can also possibly expect:

1. To earn star of the week
2. To gather Dojo's (Team Points) and/or stickers
3. My teacher to Phone call/text or email home
4. Verbal praise from adults
5. Notes home to praise my behaviour attitude
6. SLT/HT praise
7. Whole Class Rewards linked to Dojo's
8. Show learning to another adult
9. HT Postcard home
10. Gold Card/to feel a sense of real pride in myself



***I can earn dojo's for showing our Christian values and for showing learning behaviours above and beyond what is expected. Dojo's (team points) are celebrated every week in worship.**

***If I show exceptional behaviour then I may be given a gold card. For this I receive a certificate, which I can take home with me and 5 dojo's.**

***My class can earn dojo's for good behaviour. Class rewards are given every time we reach 10,000 class dojo's.**

If I show behaviour that is not acceptable I will be given a reminder. This tells me that I need to think about my behaviour.

If my behaviour does not improve, I will be given a warning. My teacher will speak to me as privately as possible to give the warning and remind me of a time when my behaviour has been as expected.

If I show this behaviour again I will have a time out with the adult who issued the original warning. This will be at a time outside of learning for as long as necessary and convenient to the adult.

During this time out I will complete a reflection sheet with the adult who gave the time out. This will be shared with the HT.

If I complete 2 reflections in a week, I will need to speak to the Head Teacher or a member of SLT. I may be put onto report to help me keep focused. This will be shared with my parents via a telephone call or meeting. I will miss playtimes and lunches while on report.

ST. CEDD'S CHURCH of ENGLAND PRIMARY



Behaviour Policy in EYFS, Year 1 and Year 2

*At the start of everyday, we begin on the sunshine, ready for the day.



*If I show behaviour or learning attitudes way beyond the focus I may be recognised for a 'radical rainbow'. I get to take this home with me and will also earn dojo's for it.



For showing good learning attitudes and behaviours I can also possibly expect:

1. To earn star of the week
2. To gather Dojo's (Team Points) and/or stickers
3. My teacher to Phone call/text or email home
4. Verbal praise from adults
5. Notes home to praise my behaviour attitude
6. SLT/HT praise
7. Whole Class Rewards linked to Dojo's
8. Show learning to another adult
9. HT postcard home
10. To feel a sense of real pride in myself



If I show behaviour that is not acceptable I will be given a reminder. This tells me that I need to think about my behaviour.



If my behaviour does not improve, I will be given a warning. My teacher will speak to me as privately as possible to give the warning and remind me of a time when my behaviour has been as is expected. I will move onto the cloud. I will move back onto the sunshine after half a day.

If I show this behaviour again I will have a 'Thunder' time out with the adult who issued the original warning. This will be at a time outside of learning for as long as necessary and convenient to the adult. During this time out I will complete a reflection sheet with the adult who gave the time out. This will be shared with the HT. I will move back to the sunshine as soon as my time out is complete.



If I complete 3 'Thunder time outs' in a week I will need to speak to the Head Teacher or a member of SLT. I may be put onto report to help me keep focused. If I am on report this will be shared with my parents via a telephone call or meeting. I will miss playtimes and lunches while on report.