



CHERRY WILLINGHAM PRIMARY BEHAVIOUR PROCEDURES 2020

This document complies with Section 89 of the Education and Inspections Act 2006

Aims and expectations

1. The governing body, Head teacher and staff believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- promoting good behaviour;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying, racism and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's procedure.

Roles and responsibilities

2. The governing body will establish the procedure for the promotion of good behaviour and keep it under regular review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the school's expectations about pupil behaviour are clear. Governors will support the school in maintaining high standards of behaviour.

3. The Head Teacher will be responsible for the school's procedure, and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team. When a colleague is faced with challenging behaviour, the Head Teacher or other member of the SLT will take responsibility for providing support for colleagues to:

- Ensure a positive climate for learning and behaviour management that meets the needs of all pupils;
- Develop behaviour management strategies that will impact positively on behaviour;
- Identify changes to provision that might impact positively on behaviour.

4. All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the procedure is essential. Staff have a key role in advising the Head Teacher on the effectiveness of the procedures. They also have responsibility, with the support of the school leadership team, for implementing the agreed procedures consistently.

5. The governing body, Head Teacher and staff will ensure there is no differential application of the procedures on any ethnic or national origin, culture, religion, gender, disability or

sexuality grounds. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

6. All staff are responsible for setting clearly defined and high expectations for behaviour when working with classes, groups or individuals.

7. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the procedures.

8. Pupils will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school procedure and expectations. They have contributed to the development of a code of conduct for pupils which is regularly referred to and informs the expectations within school. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Procedures

9. The procedures are developed by the Head Teacher in consultation with the staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the professional responsibility of every member of the school towards the whole community.

Rewards (see appendix 1)

10. A school ethos of encouragement is central to the promotion of good behaviour and we are clearly focussed on the intrinsic motivation of 'being successful in our learning' as the most significant reward for our pupils. On occasion however, extrinsic rewards may also be used in helping us to promote good behaviour. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Sanctions (see appendix 2)

11. Sanctions are needed to respond to inappropriate behaviour.

12. A range of sanctions are clearly defined in the procedures (See appendix 2) and their use will be characterised by clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Should a child deliberately harm another child, use bad language, answer an adult back in a rude manner or refuse to follow instructions after having being repeatedly asked to do so: this will result in the child being sent to the Head Teacher or a Senior Leader without moving down the planet system. These are behaviours will not be accepted in our school. The pupil will be questioned about the incident and asked how they could have made better choices. A record is made and the child will be asked to apologise to the other pupil or adult involved.

Training

13. The governing body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the procedures.

Interrelationship with other school policies

14. In order for the behaviour procedure to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and anti-bullying has been established.

Involvement of outside agencies

15. The school will work positively with external agencies which are involved with pupils. It seeks appropriate support, where possible and practical, from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Review

16. The Head Teacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Head Teacher will keep the governing body informed.

17. The governing body will regularly review these procedures, to ensure continuing appropriateness and effectiveness. The review will take place in consultation with the Head Teacher, staff, and parent governors every two years.

18. The outcome of the review will be communicated to all those involved, as appropriate.

Our school ethos and expectations

At Cherry Willingham Primary we try to promote positive behaviour within our classrooms and shared spaces. If children need to be reprimanded about inappropriate behaviour it is done in a constructive way. Praise is used as a reward to promote positive behaviour. We believe that our children should develop a love for learning and that learning should be a reward in itself.

Cherry Willingham Primary– Our Pupils’ Code of Conduct

Pupils at this school expect everyone to:

- treat one another with respect, taking responsibility for the impact of our behaviours, actions and decisions on others.
- move around the school in a safe and sensible manner, staying to the side in corridors and moving quietly.
- Respectful language will be used at all times.
- engage in learning around shared spaces, pupils will show respect for other learners by maintaining an appropriate noise level.

Cherry Willingham Primary – Broader Expectations of Behaviour

- That we all make decisions that are based around keeping ourselves and others safe;
- That all pupils will dress in accordance with the schools uniform procedure, this includes PE kit; When inside the school building sweatshirts will not be worn tied around the waist;
- That we all take responsibility for picking up any litter in the school building or outside and placing it in a bin, even if we didn’t drop it;
- That we all take responsibility for picking up belongings that are left on the floor around school, even if they are not ours;
- That pupils make healthy choices about the snack foods that they bring in to eat at break time;

Whilst this has been agreed as the procedure for Cherry Willingham Primary, reasonable adjustments can be made for individuals who have specific needs including those on the autistic spectrum at the discretion of the Headteacher and the SENCO.

Review

Any changes will be brought to the attention of the Governing Body for ratification.

We all have a role to play in ensuring that as far as possible the environment we create for our children in Cherry Willingham is safe. Please refer also to our Anti Bullying Procedure, Safeguarding Procedure, Positive Handling Procedure, Equality and Diversity Procedure, Teaching and Learning Procedure.

Exception related to COVID circumstances

Currently spitting is a much higher risk to other pupils and staff. Therefore a pupil may be excluded for spitting alone.

Signed *K. Evans*

K. Evans

Reviewed: Oct 2020

Appendix 1

Promoting and rewarding good behaviour

Key points

It has long been established that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly. We will always endeavour to achieve a balance which is far more about reward and positive intervention than punishment. We look to recognise and praise consistently good behaviour and improved behaviour. We will actively seek to praise and reward pupils who, rather than acting as passive bystanders, act positively in standing up against the poor behaviour choices of others. Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. Midday Supervisors recognise and reward positive examples of conduct and behaviours, by moving the children up the planets. This is a visual reward in class. Children will be moved up the planets for good behaviour and given team points accordingly. If a child reaches the stars extra rewards will be given.

Other rewards might include, for example:

- personalised letters/phone calls to parents
- certificates which recognise positive contributions to the school community
- helper/star of the day/stickers

Praise and rewards may be for an individual pupil, whole class or year group.

On journeys to and from school, open afternoons and at external sports events, praise and rewards will be directed towards pupils who make efforts to act as positive ambassadors for the school.

Appendix 2

Sanctions

If a child should choose to ignore the class or school code of conduct, the following sanctions will apply for that day (following a warning):

KS2

1st incident – Moved down a planet = 5 minutes playtime

2nd incident - Moved down another planet = 10 minutes of playtime.

3rd incident – Moved down 3rd planet = sent to another classroom

4th incident – Sent to the Key Stage 1 or 2 Leader

5th incident – Black Hole - sent to Head Teacher for final warning and name recorded

6th incident - Letter sent to parents/ phone call after 2 visits to HT

KS1

1st incident – Moved down a planet = A warning

2nd incident - Moved down another planet = missing 5 minutes of playtime.

3rd incident – Moved down to the sun = missing 10 minutes of playtime.

4th incident – sent to another classroom or Key Stage 1 Leader

5th incident – Black Hole - Sent to Head Teacher for final warning and name recorded

6th incident - Letter sent to parents/ phone call after 2 visits to HT

Outside of the classroom, rudeness, violence or failure to respect the rules in relation to bikes, scooters and movement around site, will result in the above sanction being issued by a member of staff.

For serious incidents (activity of a criminal nature – assault, vandalism etc) the child would proceed directly to the Head Teacher.

Letters/ phone calls to Parents

A standard behaviour letter will be sent home for the following reasons:

1. A serious breach of school discipline, or multiple warnings/ recordings about poor behaviour- see sanctions above.

2. Significant 'bullying reports' about a child or evidence of sustained bullying resulting from monitoring by school staff.

We monitor any emerging patterns of poor behaviour, through on-going Individual Observation Forms — with due regard to age, ethnicity, gender, special educational needs, disability etc.

Parents will be asked to attend a meeting to discuss the behaviour of the child if it becomes clear that there is a need, via a phone call or letter. If a pupil's behaviour does not show improvement and other difficulties are identified, a Pupil Support Plan (PSP) will be developed (stage 1) and implemented to support the child in making positive behaviour choices. This will be reviewed after a period of 6 - 8 weeks, and if the behaviour issues persist, a further review will take place (stage 2). If there is little progress at the (stage 3) review a further step will be taken. Parents are expected to attend each PSP meeting to discuss progress and barriers to learning.

The next step is to involve the Behaviour Support team (BOSS) who will support the child and school by developing a BIP (Behaviour Intervention Programme) which is reviewed by the BOSS team over a longer period of time according to the needs of the child.

Persistent and moderately serious misconduct will, where appropriate, lead to an internal exclusion being enforced. More serious issues may lead to fixed term exclusions.

An exclusion may happen when one or more of the following occurs:

Physical assault against a pupil or adult (hitting, kicking, biting, spitting, scratching. All of these repeatedly)

Verbal abuse/threatening behaviour against an adult or child

Persistent Disruptive Behaviour

Inappropriate use of Social Media or Online Technology

Damage or theft

Abuse relating to disability, race, sexual orientation

Suspensions, Fixed term and Permanent exclusions

Whilst no school would wish to suspend or exclude a child for poor behaviour, in extreme cases this is an option. Only the Headteacher (or Acting Headteacher) has the authority to exclude a pupil from school.

The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in one academic year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion to a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil they must inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents/carers how to make such an appeal.

The Headteacher must inform the Governing Body about any permanent exclusions and about any fixed term exclusions beyond 5 days in one term.

The Governing Body must provide a pupil discipline committee which is made up of between 3 and 5 members. The committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion they consider any

representation by parents/carers and consider whether the pupil should be reinstated. If the governors decide a pupil should be reinstated then the Headteacher must comply.

Letters to Parents

A standard behaviour letter will be sent home for the following reasons:

1. A serious breach of school discipline, see sanctions above.
2. Significant 'bullying reports' about a child or evidence of sustained bullying resulting from monitoring by school staff.

Screening, Searching and confiscation

(See also DfE guidance on Banned items in schools 2016)

School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors. It should take place with 2 members of staff present and each incident should be recorded and parents/carers should be notified afterwards.

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 a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- items deemed to cause personal injury to, or damage to the property of, any person (including pupil)

The headteacher and authorised staff can also search for any item banned by the school rules that has been identified as an item that may be searched for eg mobile phones

The power to discipline outside the school gates

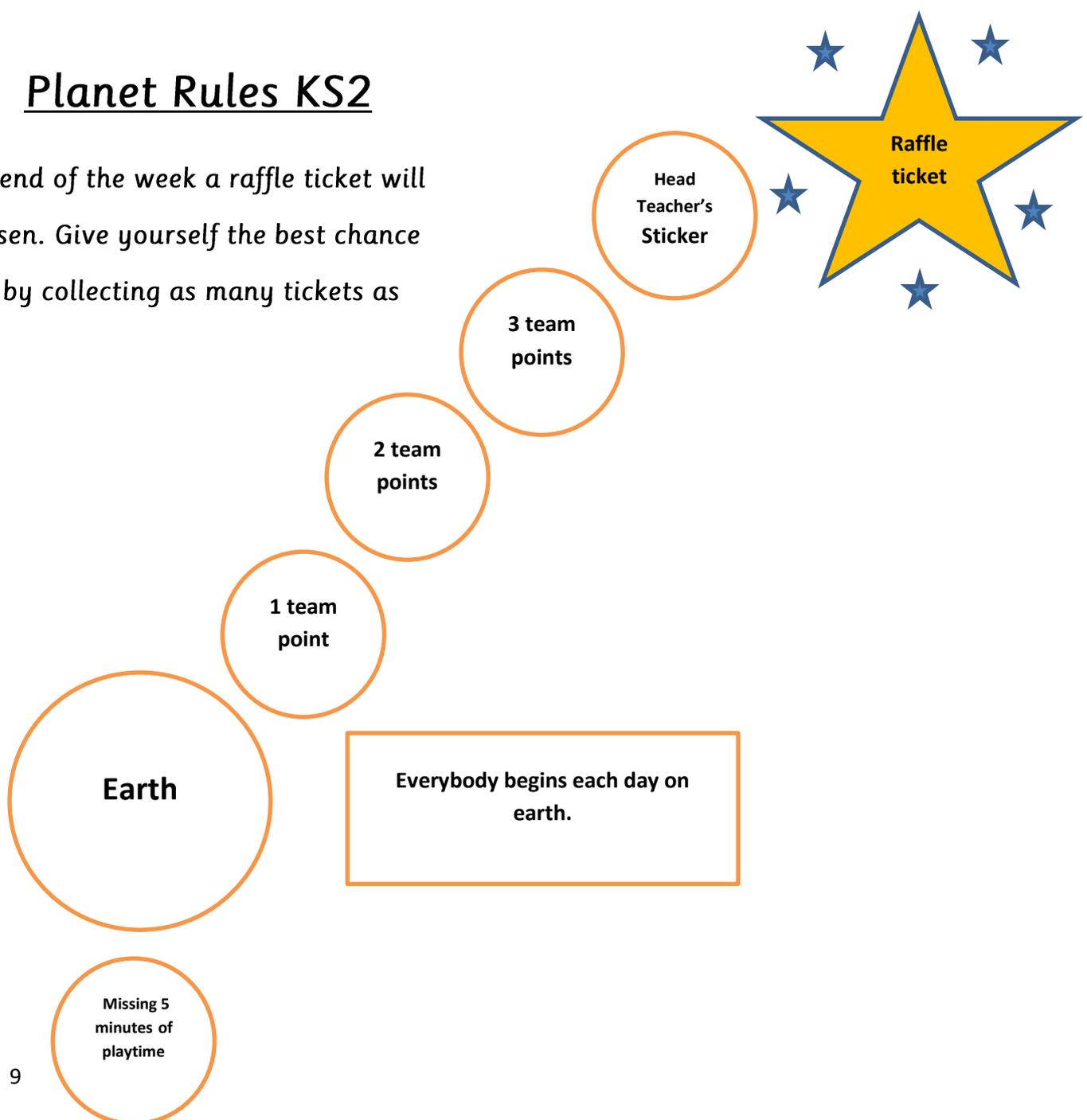
Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

The teacher may discipline a pupil for:

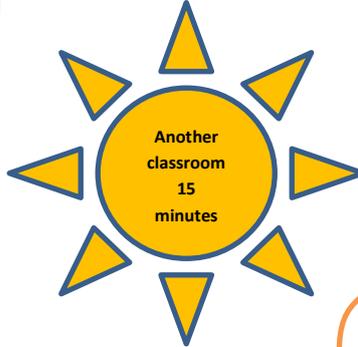
- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity;
 - travelling to or from school;
 - wearing school uniform;
 - in some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school;
 - Poses a threat to another pupil or member of the public;
 - Could adversely affect the reputation of the school.

Planet Rules KS2

At the end of the week a raffle ticket will be chosen. Give yourself the best chance to win by collecting as many tickets as you



Missing 10 minutes of playtime



KS1 or
KS2
Leader

If you move down the planets,
you can move back up again
if you work hard!

Head Teacher and name
in book

Planet Rules KS1



At the end of the week a raffle ticket will
be chosen. Give yourself the best chance
to win by collecting as many tickets as you
can. We have some lovely prizes!

2 team
points

1 team
point

Earth

Everybody begins each day on
earth.

Warning

If you move down the planets,
you can move back up again
if you work hard!