



BEHAVIOUR POLICY

RATIONALE

Our behaviour policy is crucial in creating a caring, stimulating and secure environment in which staff and pupils can work and play safely. We believe that learning can only take place in an environment that provides security, praise, tolerance and care. Children and adults need to be valued and encouraged within an atmosphere of mutual trust and respect, where there is an overriding enjoyment of learning, and in line with British Values.

The ethos of the school is established by:

- Promoting a whole school vision which is shared by all the adults and children
- Consistent expectations
- A common teaching & learning policy

The above is fostered between adults and children by:

- Example
- Discussion
- Questioning
- Praise
- Following our school values - *Respect, Honesty, Kindness, Responsibility, Friendship, Ambition & Curiosity*

Our policy is based on three key rules:

Be Ready
Be Respectful
Be Safe

Our Aims within these rules are

- 1 to promote a caring environment where children and adults support and respect each other
- 2 to make the whole school community & visitors aware of the ethos of the school

- 3 to ensure the safety and well being of all in school
- 4 to encourage co-operation, honesty, respect, politeness and good manners
- 5 to foster respect & tolerance of others ideas and beliefs
- 6 to give children the confidence to express their needs and feelings and assert themselves positively & develop self-discipline & through this the ability to work independently & cooperatively with others
- 7 to teach children the skills to enable them to
 - a) solve conflicts as peacefully as possible through a process of negotiation
 - b) to show empathy towards and tolerance of others by being aware of different needs
- 8 to be considerate and sensitive towards the needs and feelings of others
- 9 to encourage children to act appropriately and be accountable for their actions
- 10 to recognise that children are of equal value and are to be treated equally regardless of gender, religion, ethnic background or disability
- 11 to expect all adults in school to be an appropriate role model
- 12 to involve parents in a community approach to positive behaviour
- 13 to teach children to care for resources and the environment
- 14 to develop a learning environment where everyone receives positive feedback through praise and reward

PRINCIPLES

At Calmore we believe that;

- pupils should develop a sense of self discipline and an acceptance of responsibility for their own actions
- there should be no form of discrimination, harassment and bullying, and we will promote equality of opportunity
- vulnerable pupils — such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked-after children — receive behavioural support according to their need.
- parents should be kept informed about the behaviour of their child
- the rights and responsibilities of all members of the school community are ensured
- positive behaviour is always recognised and inappropriate behaviour is always challenged
- everything should be done to promote empathy and respect for self and others

- there should be a consistent, conscientiously followed approach to behaviour by all staff and for which all will take collective responsibility
- there should be a positive, caring relationship fostered through a positive classroom and school environment
- there should be a common framework for behaviour management, but within which there must be flexible ways of dealing with problems in order to meet individual needs
- there should be a clear set of rules, with shared ownership (Class Charters) which are clearly understood and promoted by all and reviewed annually
- the behaviour policy is fully understood and is consistently implemented throughout the school
- effective systems are in place for monitoring and evaluation of this policy
- use positive language stating what is expected rather than what is not wanted e.g. Not "Don't run!" but, "Walk, thank you."

Each September, classes will create their own bespoke set of rules in order to show how they will be Ready, Respectful and Safe within their own classroom.

All children agree to uphold their class rules and is referred to as a teaching tool for good behaviour across the year.

Rewards

This school believed strongly in focussing on the positive and therefore seeks to reward good behaviour at all times as it believes that this will develop an ethos of respect, kindness and cooperation. This key principle is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements.

We praise and reward children for good behaviour, social skills and work throughout the day in a variety of ways; accentuate the positive - praise and reward those who are doing things well rather than focussing on those who are not

Rewards might include:

- Positive praise
- Stickers
- Yellow slips at lunch
- Housepoints
- Head teacher Award
- BEST certificates
- Reading certificates
- Postcards home
- Always tea
- Head teacher/Deputy stickers
- Contact with parents
- 100% attendance (Golden nuts & certificates)
- Housepoint badges
- House captains
- School Council
- Best Bunch at lunch
- Good citizen award
- Governors Award
- Sending good work home
- Golden time
- Golden tickets
- Sports t-shirts

Sanctions

The school employs a number of sanctions to enforce the school rules and to ensure a learning environment that is ready, respectful and safe.

Where a child is not being seen to be Ready, Respectful or Safe, the following steps are taken in order to correct this:

Is the child being physically or verbally abusive?

Yes

No



Positive Reinforcement/Reminder

"Explain to me what you are doing."
"What should you be doing?"
"How can you put this right?"

The child continues to not be
SAFE, READY, RESPECTFUL



Verbal Warning

"I have reminded you once about your behaviour so this is now a verbal warning."

The child continues to not be
SAFE, READY, RESPECTFUL



Class Behaviour Chart

The child's name will be moved into 'The Red Zone' of the behaviour ladder

The child continues to not be
SAFE, READY, RESPECTFUL



Time Out

The child is given a 'time out', away from the current setting to reflect on their behaviour for an agreed period of time (5-10 minutes)

- Year group colleague/Shared Area
- Break/Lunchtime

The child returns but continues to not be **SAFE, READY, RESPECTFUL**



Class Teacher Target

The class teacher sets and records a target to be completed in an allotted time. This is written on the Steps to Success sheet

The child continues to not be **SAFE, READY, RESPECTFUL**



SLT Target

The child is sent to SLT with target sheet who review current target and record their target to be completed in an allotted time. The child returns to class to complete this.

The child returns but continues to not be **SAFE, READY, RESPECTFUL**

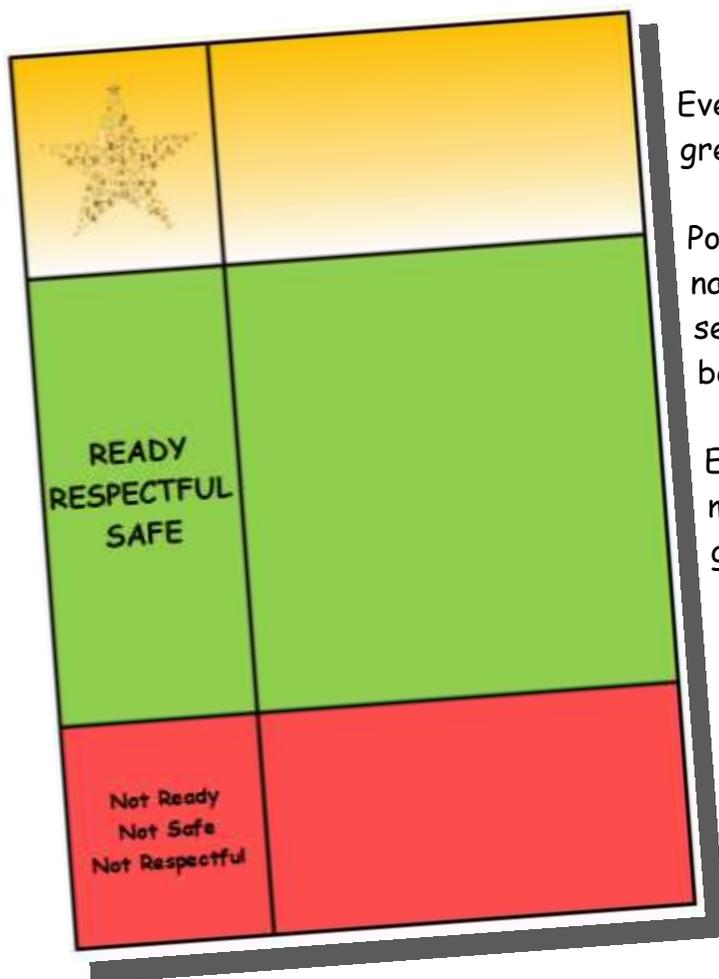


Contact Parents

1. Class Teacher
2. SLT

Staff explain to parents the inappropriate behaviour and expectations of the school and the further sanctions that could be imposed if a change is not seen (loss of break/lunchtimes, in school meeting, home contact book, behaviour chart...)

Class Behaviour Chart



Every child's name begins in the green section.

Positive behaviours will see their name remain in this zone as it is seen as the expected way to behave.

Exceptional positive behaviour may see names moved into the gold zone.

Following a positive reminder and verbal warning, inappropriate behaviour will see names moved into the red zone

The class teacher will use the Steps to Success sheet to record the necessary target which the child needs to meet in order to be Ready, Respectful and/or Safe. A clear and achievable time scale is given to the child to meet this target.

Once completed, the child's name can return to the green zone on the Class Behaviour Chart.

If the child does not meet this target, the next steps in the behaviour flowchart are followed.



**Be Ready
Be Respectful
Be Safe**

Steps to Success

Name: _____ Class: _____ Date: _____

I have been given this slip because I am not being

Ready

Respectful

Safe

Further information:

I have been given a reminder, a verbal warning, name moved, a time out and I have continued to not follow these rules.

Class Teacher Target:

This must be achieved by: _____

Achieved/Not achieved Signed: _____

SLT Target:

This must be achieved by: _____

Achieved/Not achieved Signed: _____

If these targets are not achieved, my parents will be contacted. This will lead to further sanctions that could include loss of break/lunchtimes, a parent meeting in school, or exclusions.

Responses

When staff consider the behaviour of those they care for they should try to appreciate the feelings which may be driving the behaviour and look at removing the pressure rather than blaming the person. Remember, during a crisis situation the first person who needs to remain or regain calm is the member of staff.

If there is persistent, disruptive behaviour - particularly including 'low level' disruption like inappropriate talking, movement, tardiness, carelessness - consider the checklist below in the first instance to see if there are interventions that could be applied that would reduce tension and help address the behaviours.

Checklist for Initial Interventions

Physical factors <ul style="list-style-type: none">• Room layout• Seating arrangements• Space• Lighting• Noise• Temperature• Ventilation• Access to materials• Appropriateness of equipment• Access to outside areas• Storage of belongings• Ease of movement in the room	Curriculum factors <ul style="list-style-type: none">• Task difficulty• Stimulus overload or deprivation• Interest level• Teaching method• Relevance• Variety of materials• Availability of attention• Communication style• Consistency between staff• Appropriate goals
Social factors <ul style="list-style-type: none">• Expectations• Quality of relationships• Grouping arrangements• Time available for the child• Level of peer support	Choice and structure <ul style="list-style-type: none">• Timetabling arrangements• Predictability• Transition times• Ability to exercise choice• Familiarity with routines• Preparation in advance for changes to routine• Opportunities for physical movement• References to our 3 rules

Support Systems

If there is a persistent problem the class teacher and the SENCo may draw up an Individual Behaviour Management Plan/risk assessment to support the child in partnership with parents and relevant agencies/partnerships. Detailed records will be kept about the behaviour of children with a behaviour plan. All staff working with the child will be fully informed. This will give a consistent approach

throughout the school. Advice and guidance will be sought from outside agencies in order to best support the child.

We will ensure support is provided for all adults working with children with behaviour difficulties. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs.

We have an open door policy where parents and carers are encouraged to visit to discuss any issues or difficulties.

Physical management and restraint

There are times when children's behaviour presents particular challenges that may require restrictive physical intervention through reasonable force. (see Physical Interventions policy)

Exclusions

Exclusions should be avoided wherever possible and other methods of managing behaviour will be tried first. Exclusion will be used in response to:

- serious breaches of a school's behaviour management policy eg. continued bullying, unacceptable behaviour during playtimes, physical violence towards others
- the failure of a behaviour plan and appropriate strategies
- a situation where the safety of other children or staff is compromised
- continuous interruption of children's learning

Exclusions are not used for:

- non-attendance, lateness or poor academic performance
- minor incidents eg not doing homework, not wearing uniform,
- effecting a change in placement

There are two types of exclusion:

1. Fixed period exclusion - either for under five days, between six and fifteen days and over.
2. Permanent exclusion - only after Pastoral/Behavioural support system has been in place for an adequate period

Exclusions comply with DFE exclusions guidance.

Role of Headteacher

Only the Headteacher has the legal power to exclude a pupil.

In all cases of exclusion, the Headteacher should:

- Contact the parents by telephone to inform them of the exclusion
- Send a letter to the parents and a copy to the LEA (See exclusion guidance for Hampshire schools)
- Send all exclusion notification forms to the LEA (See exclusion guidance for Hampshire schools)
- Inform the Governors' Pupil Discipline Committee

Role of the Governing Body

The Governing Body should have a Governors' Pupil Discipline Committee with a Clerk to provide advice on the exclusions process and administration. The Clerk should not be a member of the Governing Body. If the Clerk needs advice this can be obtained from the LEA Exclusions Team. The Governors' Pupil Discipline Committee should:

- Comprise of three or five members of the Governing Body
- Include a range of different types of governor
- Not have connections with the children involved

They should meet between six and fifteen days after exclusion notification to discuss fixed term exclusions of over five days and permanent exclusions.

The Discipline Committee should listen to all views and at the end of the meeting decide:

- Whether the pupil was responsible for the behaviour described
- Whether the Headteacher had adhered to guidance
- Whether the extent of the sanction was appropriate

The Discipline Committee cannot 'raise' an exclusion but can uphold an exclusion, reduce a permanent exclusion to a fixed period, reduce the days of a fixed period or reinstate the child.

Role of the Clerk

- It is the role of the Clerk to arrange review meetings that all can attend, ensuring both governors and parents receive appropriate paperwork, including statements
- Advise the chair of the committee on procedures and the agenda (See exclusion guidance for Hampshire schools)
- Take accurate notes and file these in case of appeal
- Within a day of the meeting inform parents of the committee's decision and the reasons for it (See exclusion guidance for Hampshire schools), copy this letter for the Headteacher and Exclusions Officer

Role of the LEA

- It is the role of the LEA to advise on procedures relating to all exclusions and ensure these have been carried out effectively
- Support schools in planning for provision for children excluded for more than fifteen days or being reintegrated into the present or new school.

- To give a view on the appropriateness of the exclusion and present a view at Independent Appeal Panels.

Schools are responsible for setting marking of work during a fixed period exclusion.

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This document was produced in consultation with all stakeholders and is freely available to the entire school community.

This policy will be reviewed on an annual basis.

Policy Links

Teaching and Learning

Anti Bullying

Teaching and Learning

Safeguarding

Confidentiality

Inclusion

Physical Restraint Policy

Exclusion from Maintained Schools & PRUs in England 2017

Date of policy issue: January 2020

Agreed Full Governors: February 2020

Review: January 2021

APPENDIX A

Suggested agenda for the meeting of the Governors' Pupil Discipline Committee (in line with good practice guidance relating to Tribunals)

- Introduction by chairman of the Committee and explanation of procedures
- Submission by the headteacher
- Questions by parents
- Questions by LEA
- Questions by governors
- Submission by parents
- Questions by headteacher
- Questions by LEA
- Questions by governors
- LEA view (where LEA represented)
- Questions by headteacher
- Questions by parents
- Questions by governors
- Summing up by headteacher including any responses necessary following the LEA view.
- Summing up by parents
- Decision by Governors' Pupil Discipline Committee (made in private after discussion when all other parties except the clerk have left the room).

The clerk should make concise minutes of the meeting. These will be required, particularly, should the parent appeal to the Independent Appeal Committee.

The Committee's decision must be made known to the parents, the Headteacher and the LEA within one school day of the meeting. A copy of this should be placed in the pupil's file together with a copy of the original exclusion letter