

CAVALRY PRIMARY SCHOOL

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour and Discipline Policy at Cavalry School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour and Discipline Policy at Cavalry School, though she must take account of these principles when formulating the policy. The Headteacher is also directed to take account of the guidance in DfE publication 'Behaviour and Discipline in Schools: a guide for Headteachers and school staff' (January 2016), along with The Elliot Foundation Academy Trust' overarching policy statement for Behaviour Management.

The Behaviour and Discipline Policy must be shared in writing with new staff, and made available to all staff through the policy files and on the school server. It must be made available to all parents through the school's website, with a paper copy available on request from the school office.

Principles

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- Cavalry School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school's Behaviour and Discipline Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour

- The school's Behaviour and Discipline Policy will clearly reflect the school's approach to exclusions
- The school's Behaviour and Discipline Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

CAVALRY PRIMARY SCHOOL BEHAVIOUR AND DISCIPLINE POLICY

1. INTRODUCTION

- This policy has been developed over a period of several years and has included detailed training and discussion.
- Legal requirements, national guidelines and LA guidance have been taken into consideration in the formulation of this policy. It operates in conjunction with the DFE advice 'Behaviour and Discipline in Schools' (Jan 2016), the Equality Act 2010, and the school's policies for SEND, Physical Intervention and Anti-Bullying. This policy operates under the over-arching Behaviour Management Policy shared by all schools within The Elliot Foundation Academy Trust
- This policy was agreed by the Governors in January 2017 and is reviewed annually by the Leadership Team.

2. AIMS

At Cavalry Primary School we aim to:-

- build a sense of community where emphasis is placed on creating a positive atmosphere, in which achievement and good behaviour are recognised
- encourage everyone to show respect, kindness and consideration for each other
- work in partnership with our parents in order to promote good behaviour and to inform them fully of the school's expectations
- foster pride in our school by maintaining a high quality of care for our surroundings, both inside and outside the school buildings
- take a serious view of bad behaviour which is an offence against our community, particularly bullying and signs of prejudice related harassment, acting firmly when necessary.

3. EXPECTED BEHAVIOUR

We have clear standards of expected behaviour from children in school. These standards apply to all out-of-school activities and educational visits.

We understand that our pupils' happiness requires the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon respect, trust,

friendship and tolerance for each other's wishes. At Cavalry School we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Adults within the school environment have a duty to provide positive role models in all areas of behaviour, including support staff and visitors to the school. Older pupils are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home. At Cavalry School we aim to have a positive caring ethos and provide challenging, well planned education. The goal is to produce caring, successful pupils with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

(a) Discussing General Behaviour Issues

Each teacher discusses behaviour issues with their class as they arise and also includes them in themes built into the scheme of work for P.S.H.E..

The Headteacher includes P.S.H.E themes, including standards of good or bad behaviour in assemblies.

(b) Good Practice for all adults in responding to children's behaviour:

As teachers, support staff and volunteers, we recognise that the foundation of successful behaviour management lies in our positive relationships with pupils. Therefore we take time to get to know individual children and ensure that they feel valued and cared for in our school. We model the behaviours we want to see, by speaking calmly and respectfully, seeking to avoid escalating conflicts and being precise about our expectations. All adults should aim to:

- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Give frequent praise for good behaviour as well as for good work.
- Use positive language whenever possible and as often as possible.
- Think carefully about what you are saying and set realistic sanctions.
- Where possible try to deal with situations yourself to enhance your own credibility and authority.
- Don't leave children unsupervised as a punishment.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst taking into account each child's individual needs.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.

4. GOOD BEHAVIOUR

We encourage and reward the following kinds of good behaviour:-

- being kind and considerate to other people
- telling the truth and keeping promises
- behaving helpfully
- showing good manners
- being silent when it is expected
- waiting quietly when this is asked for
- keeping the school clean and tidy

These are summarised for all members of the school community through posters displaying our 6 golden rules:

1. We are kind, gentle and helpful.
2. We work hard and always try our best.
3. We are always honest.
4. We are always polite and respectful to everyone.
5. We never say or write something unkind about anyone.
6. We take care of our school.

(a) Rewards for Children

Comments are written in books or on pieces of work, to praise effort and achievement and to set targets for improvement.

Examples of children's good work are displayed as much as possible.

All teaching and support staff welcome any opportunity to share children's achievements and to praise individuals for good work and behaviour. This can be explicit verbal praise, for example 'Well done, you were very kind today because you shared the equipment' or non verbal praise including smiles, thumbs up etc.

An Achievement Assembly for each Key Stage, led by the Head or Deputy, is held each week. In this, children's work and achievements, both in and out of school, are shared and celebrated by staff and children together.

During KS2 Achievement Assembly the Headteacher awards a Credit Trophy to the school team with the highest number of credits that week. (The credit system is explained in detail later in the policy.)

A notice-board by the hall door is used to display press cuttings, letters or certificates from outside bodies which recognise our children's achievements in the community.

Each teacher chooses a 'Star of the Week' and 'Maths Meerkat' every week who receives recognition in assembly.

Individual classes use a variety of reward systems according to the age and needs of the children, including raffle tickets, star charts, and bookmark stickers leading to 'treasure chest' rewards. These allow for the children to stay motivated about good behaviour.

(b)The Credit System for Key Stage Two Children

In support of our policy of rewarding children, we have a credit system, which is organised in the following way.

- All children in Key Stage Two are allocated to one of four teams, keeping numbers balanced.

Shires - Sh
Suffolks - S
Percherons - P
Clydesdale - C

Each team has two captains, chosen by Year Six children from their year group.

- All staff can award credits for:-
 - good work
 - good behaviour
 - showing initiative, such as research at home
 - rewards, as part of a negotiated behaviour programme
- Credits are recorded on a class list during the week, then collected in on Friday afternoons, with the totals for each team.
- In Achievement Assembly the totals for each class are read out, giving the total for the school. A Credit Trophy is awarded each week to the winning team.
- All work receiving a credit has "credit" written on it.
- Children compete in their teams at Sports Day, in the Summer Term, earning points for them according to their placings in the races.
- Credits are also tallied for each individual child, and they receive a Bronze Behaviour Certificate for reaching a total of 50 credits, Silver for a total of 100 and Gold for a total of 150. Certificates are presented in KS2 Achievement Assembly.

(c) Rewards for Key Stage One Children

Good work in Key Stage One is rewarded by teachers by "smiley faces", stickers or appropriate stamps being added to it. Written comments are made when this is appropriate.

Good behaviour is celebrated with a certificate if the children have stayed on the 'green' traffic light all week.

(d) Year Six Responsibilities

We consider it important to give our Year Six children special responsibilities in school, to recognise their increasing maturity and to develop their leadership skills. It is our aim to deepen their sense of self-esteem, through these responsibilities.

These responsibilities include:-

- acting as captains for the school teams
- helping mid-day supervisors to care for younger children at lunch-time
- helping in the preparations for special events
- collecting class credit totals each week
- helping in assemblies by such jobs as putting out chairs and playing the introductory taped music
- recognising, on an individual level, their increased responsibility towards younger children and their position of special reliability in their relationships with teaching and support staff.

5. NEGATIVE BEHAVIOUR

The majority of our children are well behaved but we must address any negative behaviour issues that occur. Children must be made aware that their behaviour choices may have consequences. There will be rewards for good behaviour but equally there have to be sanctions for poor behaviour. We discourage all kinds of bad behaviour, however we recognise that some offences are less serious than others.

These are examples of less serious offences. These are dealt with by the class teacher and support staff as they arise and by mid-day supervisors at lunch-time.

- running in school
- talking after being asked to be quiet

- annoying or disturbing other children
- spoiling other children's work
- interrupting an adult
- not obeying the bell or the whistle by stopping and listening quietly at playtimes.

These are examples of serious offences. They are handled by the Headteacher or a member of the Senior Leadership team.

- Rudeness, insolence or disrespect to teachers, support staff, midday supervisors or volunteer helpers in school.
- refusal to carry out reasonable instructions
- any willful hurting of another pupil
- failure to show respect for other people's property

Finally, we do not tolerate the following very serious offences. These are passed to the Headteacher for action.

- violence or swearing towards any adult in school
- repeated examples of serious offences
- any form of bullying, including prejudice related or cyber-bullying

(a) Behaviour Logs

A robust system is in place for logging any incidents or concerns relating to a child's behaviour, whether it be from concerns from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues. Every member of staff has a red behaviour log notebook, where incidents are recorded. All behaviour books are monitored termly by the Deputy Headteacher so that patterns of misbehaviour can be noted and action taken. Some serious incidents which are dealt with by a member of the SLT are recorded on an Incident form and kept for future reference in a file in the Headteacher's office.

(b) Sanctions for Children

All staff have a collective responsibility for ensuring that our expectations of good behaviour are met fairly and firmly. Children respond best to consistency from all the adults they meet in school. It is important to recognize that all children need to learn about the behaviour expectations of school and need to be supported and encouraged in this learning as in any other form of learning.

Sanctions for General Misbehaviour

Sanctions are matched to the level of seriousness of the misbehavior. They can include

- non verbal signal, such as a frown, shake of head
- verbal reprimand – explaining to the child what they have done wrong and why this matters. Staff speak positively and label the bad behaviour rather than the child – for example we say ‘we need to speak kindly to other people because calling names hurts their feelings’ rather than ‘you are a bad girl, don’t call people names’.
- Verbal warning e.g. it’s time to listen now. If you call out again, I will move your name from green to amber
- Move from green traffic light to amber or red (KS1) n.b. once a credit has been given in KS2, these are not withdrawn.
- Time out or separating from friendship group in the classroom or on the playground for a short period
- Loss of a playtime or part of a playtime – child is supervised by the class teacher or TA, or may be sent to a member of the SLT
- Loss of privileges
- Sent to see member of SLT, which may lead to any of the sanctions listed above.
- The class teacher or the Headteacher will ask to see the parents of any child who is continually badly behaved in the classroom. School and the parents work together on strategies to improve the child's behaviour. Behaviour targets are set and discussed on a regular agreed basis with the child and with parents if necessary. Sticker charts may be used to support this and can be personalized to the interests of the individual child. Home/School communication books may also be used to keep parents informed and encourage children to improve their behaviour.

(c) Supervision at Lunchtime – loss of lunchtime play

- Children whose behaviour in the playground has been deemed unacceptable are reported to the member of the Senior Leadership Team on duty that day by the Midday Co-ordinator or teacher on duty.
- If it is considered necessary, children are placed under supervision at lunch-time. The incident leading to loss of lunchtime play is recorded in the Behaviour File and older children are asked to reflect on the consequences of their actions by completing a reflection sheet.
- Children under supervision eat their dinner in the hall, whether they are having packed or hot lunch. They sit alone at the back of the hall. The Headteacher or Deputy Headteacher informs the Midday Co-ordinator of this.
- When the dining hall has been cleared, the child is supervised by the member of SLT and may complete work set.
- At the end of the lunch-hour, children are returned to the classroom by the supervising member of staff and handed over to their class teachers.
- Supervision can last up to one week, but should normally be for one lunch-time

only.

- On the first occasion that a child's name is entered in the behaviour file, parents are not necessarily informed unless the incident is considered by the headteacher to be very serious. Should a second incident occur within the same term, parents are contacted by the Headteacher to discuss any further action.
- A third incident within that term may lead to a request from the Headteacher for a lunch-time exclusion. If parents are unwilling to co-operate with the school on a lunchtime exclusion, then a letter is sent informing parents that any further incident will lead to a one day exclusion. The Chair of governors is informed that lunchtime exclusion has been applied.

If, after all efforts have been made, there is no improvement, the Headteacher may decide there are adequate grounds for excluding the child. The exclusion process follows the L.A. and the DfE guidelines on pupil exclusion. Exclusion is a last resort and will only be used where all other strategies have been exhausted or the negative behaviour is of an exceptionally serious nature. Where an exclusion takes place, the chair of governors is informed immediately and a summary of any exclusions is provided to all governors termly through the Headteacher's Report.

(d) Pastoral Support Plan

If a child has had a series of fixed term exclusions and is at risk of a permanent exclusion we will hold a multi-agency meeting to formulate a plan of support to prevent this from happening. A part-time table may need to be put into place to ensure that the child's needs are being met safely in school.

(e) Games Club

Some children find having unstructured periods of time, such as playtime, extremely challenging. We offer a lunchtime games club to give children in this position the opportunity to remove themselves from any social situations that may cause them to become upset and unable to manage their behaviour.

Other children who are experiencing problems on the playground may also be sent in by the Midday Co-ordinator to join Games Club for "time out". Games Club is also used from time to time for children who need a break from the outside environment for a variety of reasons, including a medical need or emotional difficulties. The atmosphere of Games Club is positive and social rather than being a 'punishment'.

(f) Additional Strategies to support inclusion:

We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. These children may have additional and complex needs which arise from medical conditions such as autism or ADHD, or life experiences such as abuse or bereavement. Where necessary the SENDCo will ensure that individual education plans are in place.

(g) Children with Social, Emotional and Mental Health Needs

IEPs (Individual Education Plans) may be written for these children, as detailed in the

SEND Code of Practice. These plans are designed to support and promote positive self management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the SENDCo/ Class Teacher, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put into place. The Class Teacher will also then arrange a time to discuss the plan with parents, so that both home and school are working in partnership.

The school offers social skills groups, lego therapy and 'Time to Talk' as early intervention strategies to support children's behaviour. The school can also provide play therapy for children with significant emotional needs which may affect their behaviour.

We may, with parental permission, ask for an assessment from our Educational Psychologist or the Specialist Teaching Team or refer to CAMHS (Child and Adolescent Mental Health Service). We may also suggest to parents that an Early Help Assessment is completed to request Family Worker support from the Locality Team.

Intervention from the LA/Outside agencies may be accessed, which could include:

- Observing pupils and advising on new strategies
- Supporting in writing an I.E.P or Pastoral Support Plan
- Advice on classroom management and organisation and support to develop expertise of individual class teachers
- Support for Teaching Assistants on managing behaviour
- TEAM-TEACH training, where physical intervention is likely to be needed
- Family worker support for parents

6. CHILDREN ATTEMPTING TO LEAVE SCHOOL PREMISES

In the event of a child trying to leave the premises as a result of a conflict situation, the nearest member of staff will:-

- ensure that the Headteacher or the Deputy Headteacher are notified of the situation immediately, and that a second colleague equipped with a mobile phone joins them as soon as possible.
- try to persuade the child to stay on the school premises.

Under no circumstances will a member of staff, or other children, chase the child if he/she does leave the school premises/grounds.

Staff will watch carefully and note the direction he/she has gone. In most circumstances the child will return of his/her own accord. The staff members will follow at a distance which allows the child to be kept in sight but which will not encourage them to run. They will use non-confrontational language to encourage the child to return to school.

If the child does not come back into school, the Headteacher or Deputy Headteacher will notify the child's parents and local Police immediately.

If the child goes home, the parents are encouraged to return with the child as soon as possible.

Following any such incident, a Risk Reduction Plan is prepared and shared with parents and all staff who work with the individual child.

Further advice is contained in the L.A. guidelines "Guidance on Physical Intervention for Teachers and Other Employees Working with Young Children" and "A Code of Conduct for Teachers and Other Employees Working with Young People".

7. NEGATIVE BEHAVIOUR OCCURING OUTSIDE SCHOOL PREMISES

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school. (DfE Advice January 2016)

At Cavalry School, staff will intervene when behaviour outside school is affecting the relationships between pupils in school or the smooth running of lessons and playtimes. Teachers work closely with parents in these circumstances so that parents are fully informed and able to support the school. Any of the sanctions generally used in school may be applied if appropriate to an incident which had its origin outside school, though it may be more appropriate for a parent to impose a sanction at home instead or as well.

8. MALICIOUS ALLEGATIONS AGAINST STAFF

Incidents where children are found to have deliberately made a malicious allegation against a member of staff will be treated with the utmost seriousness. Parents will be informed and an appropriate sanction imposed, which may include fixed term exclusion. The chair of governors will also be informed.

9. CONFISCATION OF INAPPROPRIATE ITEMS

Cavalry School follows the guidance set out by the DfE on page 10 of 'Behaviour and Discipline in Schools' (Jan 2016). This allows teachers to search for prohibited items such as knives, weapons, cigarettes or pornographic materials without consent and sets out the steps to be taken if a prohibited item is found.

Teachers also have the right to confiscate any items from children as long as this is reasonable in the circumstances. Items will be returned to the child at the end of the day or returned directly to the parent if this more appropriate.

10. WORKING WITH PARENTS AND CARERS

Cavalry School values working in partnership with parents in all aspects of school and seeks to engage parents in supporting the management of behaviour within the school. This policy is available to all parents via the school website, and a summary leaflet is included in the welcome pack when new children join the school. Parents are encouraged to approach the class teacher if they have any concerns about their child's wellbeing, and this is promoted regularly through school newsletter.

When parents are approached by staff regarding negative behaviour incidents, it should be to:

- Seek their help and support
- Inform them of any incidents which may cause their child to become distressed or anxious.
- Involving parents will, in most cases, follow these steps:
 - a) An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.
 - b) The parents are asked to come in for a formal meeting with the class teacher; a senior manager may also be present.
 - c) Parents are asked to come in for a meeting with the Head Teacher or member of the Senior Leadership team
- Where serious incidents have occurred and/or there appears to be a risk of fixed term exclusions becoming a possibility for an individual child, parents will be kept fully informed and the school will strive to work closely with them to improve the child's behaviour.

11. COMPLAINTS

The Headteacher or another member of the Senior Leadership Team deals with any concerns about behaviour, voiced either by a child or by a parent, as soon as possible. Any issues are followed through completely and a written record is kept via an Incident Form. Where appropriate, a senior leader will continue to monitor the situation and contact the parent to maintain a dialogue. Parents may also use the school's formal Complaints Procedure, which is available on the school website.

12. PREVENTING AND DEALING WITH BULLYING

Cavalry School has a separate policy which sets out our approach to preventing and dealing

with bullying in whatever form it may arise.

13. BEHAVIOUR POLICY FOR EARLY YEARS

Cavalry Nursery and our Reception classes follow the same principles as outlined in our general policy but adapt the range of rewards and sanctions used to suit the needs of very young children. In our Nursery Booklet for parents, we explain that:

We want all the children and the Staff to enjoy their time at Nursery. To ensure this happens, we expect the children to follow some simple rules

- *We listen to each other*
- *We take turns and share*
- *We say please and thank you*
- *We look after each other*

However, we understand that when you are 3 and 4 these are hard things to do! Staff will encourage children to behave well and actively discourage unacceptable behaviour. They will talk to the children about their behaviour and give positive guidance rather than a negative response. The staff will talk to the parents and carers if poor behaviour continues and together we can help the child behave well.