

Behaviour Policy

Introduction:

This document is a statement of the aims, principles and strategies for behaviour at Camestone School.

Purpose of the Policy:

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and apply it consistently and fairly.

Aims and expectations:

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We will ensure that everyone understands what is considered to be acceptable behaviour in school and work towards this. A knowledge and understanding of the school's Golden Rules will ensure inclusion for all. Our code of conduct is based on the Golden Rules which emphasises a positive approach to behaviour management.

The school expects every member of the school community to behave in a considerate way towards others promoting our school Values.

The school rewards good behaviour, as it believes that this will develop an ethos of our school values: creativity, togetherness, motivation, value, happiness and positivity. This policy is designed to promote good behaviour and to support children to develop the skills to regulate their own behaviour, rather than merely deter anti-social behaviour.

Principles:

EVERY CHILD has a right to learn and no child has the right to disrupt the learning of others.

EVERY CHILD has the right to learn in a safe and secure environment.

THE ESTABLISHMENT OF AN APPROPRIATE ETHOS is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of LA, governors, parents and others in the school community.

MISBEHAVIOUR IN CLASS

The Class teacher has responsibility for the behaviour of the class and should, in the first instance, deal with any instances of poor behaviour. Most instances of behaviour are of low level misbehaviour which class teachers are able to deal with speedily and effectively. All interventions with children should be dealt with in a consistent manner aiming for a non-confrontational approach, always condemning the act and not the child.

SERIOUS MISBEHAVIOUR

Occasionally there are instances of serious misbehaviour. There should be a graduated response to incidents of serious misbehaviour. The class teacher should first discuss any concerns with the relevant member of their Phase. The appropriate member of the Senior Leadership Team will deal with the incident and if necessary involve parents. If the behaviour does still not improve then the Head Teacher should be involved.

LUNCHTIME BEHAVIOUR

A code of conduct is also established for lunchtime. Midday supervisors have the opportunity to reward children for sustained/improved good behaviour and also have agreed sanctions. The Head Teacher and Staff will monitor behaviour in consultation with all Midday supervisors at lunchtime. Midday supervisors will have regular training on supporting children's behaviour.

Rewards and sanctions:

We believe that 'good behaviour' should be noticed and commented on, but as a school we are concerned that it is made clear to children that the following are unacceptable in our school:-

- Inappropriate responses to adults e.g. swearing and negative attitudes to instructions and requests
- Inappropriate responses to peers e.g. bullying, name calling and fighting
- Poor work attitudes and habits e.g. inability to remain on task, disrupting group or class activities

Some children may benefit from a more individualised approach to supporting behaviour, for example, due to emotional, physical or other needs at school and/or at home. In these circumstances, the Inclusion Team will work with the child, family and class teacher to devise an agreed individual approach, in partnership with external agencies where deemed necessary

We praise and reward children for displaying our Golden Rules (appendix 1) in a variety of ways:

All staff congratulate children. Pupils are rewarded in a variety of ways, stickers, golden wall tickets, cubes or table points for consistent good work and effort.

Golden Time:

Children start the week with thirty minutes of Golden Time (FS to Y4) or Clubs (Y5 & Y6) to look forward to. Throughout the week, if children receive clouds (FS/Year 1) or Red Cards (Year 2 to Year 6), a number of minutes are taken off of their Golden Time/Club. When all minutes are lost, class teachers can negotiate possibilities to earn up to half of the reward time back. (Please see the Behaviour Management Flow Charts – appendix 2)

Praise Assembly:

All classes have an opportunity to share their achievements in our weekly Praise assembly, when two pupils from each class are rewarded with a Star Certificate and a 'Star Badge' to wear in school for the following week. The 'Star Badge' wearers will have special responsibilities in their classroom for the week.

We expect children to follow the Golden Rules that they have signed with a hand print in the school hall (children sign with a hand print when they join the school in Foundation Stage). These rules apply to our Values and are displayed around the school.

Children will continue following Golden Rules at lunchtime but will also have a Weekly Lunchtime Target relating to these rules. This target is displayed weekly on a Lunchtime Reward Display. In the weekly Praise Assembly the year group with the most Golden Coins, awarded to them by staff members for displaying the Weekly Target, will receive an award negotiated with them by their class teacher. (Please see Appendix 3 for a detailed outline of lunchtime and classroom Reward and Sanctions)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (Please see our Anti-Bullying Policy).

Staff only intervene physically to restrain a child to prevent injury to themselves or another child/adult or if there is risk of significant damage as a result of their behaviour. The actions that we take are in line with government guidelines on the restraint of children. (Please see our Physical Intervention Policy)

Responsibilities:

ALL STAFF MEMBERS work towards the school's aims by:

- It is the responsibility of all members of staff to ensure that the Golden Rules are enforced across the school and that children behave in a responsible manner during the school day.
- Members of staff in our school have extremely high expectations of the children with regard to behaviour, and they strive to ensure that all children work and behave to the best of their ability.
- Members of staff treat each child fairly, with respect and understanding, enforcing the Golden Rules consistently.
- Members of staff will follow the Behaviour Management Flow Charts relevant to each phase.

TEACHERS work towards the school's aims by:

Teachers' Standards Point 7 - 'Manage behaviour effectively to ensure a good and safe learning environment'

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- If a child misbehaves repeatedly, receiving a cloud or Red Card, the class teacher keeps a record of all such incidents in their behaviour log.
- Class teachers will contact a parent if there is a concern about a child's

behaviour.

- Taking quick, firm action to prevent one child inhibiting another child's progress.
- Providing opportunities for children to discuss good behaviour.
- Being good role models-punctual, well prepared and organised.
- Working collaboratively with a shared philosophy and commonality of practice.

THE LEADERSHIP TEAM (Governors, Head Teacher and senior staff) work towards the school's aims by:

- Taking a lead in the establishment of a positive school ethos.
- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken.
- Recording and monitoring attendance and punctuality and responding when either is poor.
- Recording and reporting incidents of serious misconduct.
- The 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 in adhering to these guidelines.
- The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

THE INCLUSION TEAM work towards the school's aims by:

The Inclusion team consists of the Head Teacher, Deputy Head Teacher, Assistant Head Teacher, SENDCo and Family Support Worker.

- The SENDCo, Family Support Worker and the Class teacher liaise with external agencies as necessary to support and guide the welfare and progress of each child.
- Phase Leaders monitor behaviour logs, identifying trends and raising standards of behaviour each term.
- Phase Leaders complete termly learning walks and pupil interviews to monitor the effectiveness of the Behaviour Management Policy.
- Phase Leaders support their phases by implementing the policy, by setting standards of behaviour, and by supporting the staff in the implementation of the policy.

PUPILS work towards the school's aims by:

- Attending school regularly.
- Being punctual and ready to begin lessons on time.
- Being organised-bringing necessary kit, taking letters home promptly, returning books efficiently.
- Contributing to the school's Golden Rules.
- Conducting themselves in an orderly manner in line with the Golden Rules.
- Taking growing responsibility for their environment and their own learning and conduct.

PARENTS work towards the school's aims by:

- Ensuring that children attend school in good health, punctually, and regularly.
- Contacting the school promptly if their child is absent.
- Providing support for the discipline within the school and for the teacher's role.
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in discussions concerning their children's progress and attainments.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.
- Accepting responsibility for the conduct of their children at all times.
- Conducting themselves in an orderly manner in line with the Code of Conduct for Parents/Carers (appendix 4).

Fixed-term and permanent exclusions:

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units* (DCSF, September 2008). We refer to this guidance in any decision to exclude a child from school.

Only the Head Teacher has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

The Governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the Governors' committee decides that a child should be reinstated, the Head Teacher must comply with this ruling.

All incidents are dealt with confidentially and discretely to allow the children and adults to feel safe, secure and supported in reporting their worries. Serious incidents of mis-behaviour will be logged on our school management system.

We as a school refer to guidance in any decision to exclude a child from school.
The relevant Internet address is:

www.gov.uk/government/publications/school-exclusion

Drug and alcohol-related incidents:

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head Teacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

It is forbidden for anyone, adult or child, to bring onto the school premises items that could be used to injure others.

Monitoring and review:

The Head Teacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Head Teacher records those incidents where a child is sent to him/her on account of unacceptable behaviour.

The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The Governing body reviews this policy every two years. The Governors may however, review the policy earlier than this if the Government introduces new regulations, or if the Governing body receives recommendations on how the policy might be improved.

Associated Policies

Anti-Bullying Policy	Drugs Education Policy	Physical Intervention Policy
Racial Equality Policy	Safeguarding & Child Protection Policy	

Appendix 1

Golden Rules

Camestone is a safe and happy place because:

We listen, think and do.

We care about and respect everybody.

We take pride in our work and behaviour.

We are honest and tell the truth.

We take care of ourselves and our school.

We try our best and learn from our mistakes.

Appendix 2

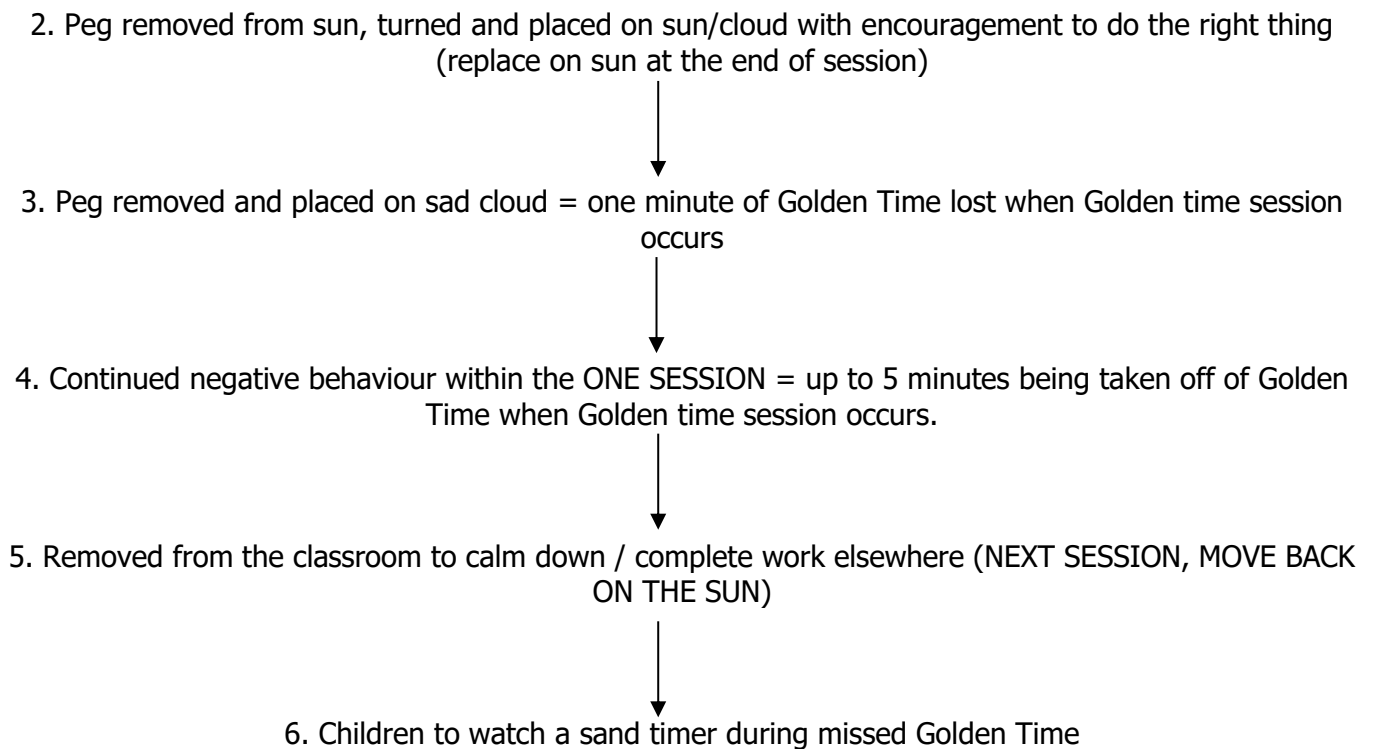
Step by step FS and Y1 behaviour management

Golden Time sessions to take place every Friday afternoon

In any ONE SESSION:

1. Whisper to child / knowing look reminding them about the rules





NB:

- **Aggressive/violent/swearing-Straight to time out.**
- **Use sanction of going to other FS/year 1 class and sitting with staff member when there is 5 minute time out given.**
- **If behaviour continues on same day or if child displays behaviour which is completely unacceptable, e.g: aggressive/damaging property-straight to Phase leader.**
- **If behaviour continues to be aggressive/damage to property-go to Head teacher.**
- **Notify parents when time out has been given in terms of going to other teacher, phase leader or head teacher.**
- **All staff to put time out (1 minute/5minute/straight time out in behaviour log.)**
- **If a child stays on sunshine all week, teacher keeps a note of the pupil. If a child has been able to stay on sunshine for whole half term. They have a special reward on the last day of term.**

Step by step RED CARD (Y2 to Y6)

First warning – a chance to change your behaviour (initials on board)



Final warning – final reminder to change your behaviour (spot next to initials on board)



Red Card – Partner class and work through questions (circle around initials on board)



Return – discuss questions and support where necessary



Further disruption after Time out – Phase Leader



Further disruption after Key Stage Leader – Head teacher

PLEASE NOTE:

- Warnings given at play / lunch times are to be added to the board when the children return.
- Red cards given at play / lunch times are to be written in the Behaviour Log by the member of staff who gave the Red Card.
- Red Cards to be recorded in Time Out book for reference and records – Please initial each record with P or C to indicate Playground or Classroom.
- Warning board to be cleared at the beginning of lunch time ready for a fresh start for lunch and the afternoon session.
- Swearing / fighting / aggressive behaviour is not tolerated at Camestone and will result in an automatic Red Card

Consequence of a Red Card

Number of Time Out	Consequence
1	30 mins of Golden Time/Club activity is taken off of the child. Following return to the classroom, targets must be agreed with teacher and a target card given in order to earn back half of Golden Time (15 mins).
3	<ul style="list-style-type: none"> • Letter home to parents • Not allowed to go to Reward Afternoon at the end of each half term

Appendix 3 **Camestone School Behaviour Policy**

<u>Classroom</u>	
<u>Rewards</u>	<u>Sanctions</u>
Children will be rewarded each week with Golden Time/Club activity. Golden Time from Foundation Stage	All members of staff will follow year group flow chart of behaviour management.

to Year 4 will last for 30 minutes on a Friday (including transition time).

Children in Year 5 and Year 6 will sign up to their chosen Club – run by teachers and support staff- in advance so that they know what they are working towards. The club will run for a number of weeks.

Classrooms will also have their own reward system for excellent work and effort (eg. Golden Wall, Table Points, Stickers, cubes etc.)

When children receive a red card / cloud, Golden Time/Club minutes will be taken away from them.

Once all Golden Time/Club minutes are taken away from them, the child will receive a Target Card. They will agree a target with their class teacher to improve their behaviour. If the target is achieved, the child can earn up to 15 minutes back of their Golden Time/Club.

Children who have lost their Golden Time/Club will attend and sit on the side lines watching. They will discuss their behaviour with their teacher/club leader and will be welcomed back and encouraged to attend the following week.

Lunchtime

Rewards

Children will continue following Golden Rules at lunchtime but will also have a Weekly Lunchtime Target (displayed on a Lunchtime Reward Display), which will refer to a Golden Rule.

Every member of staff will receive 1 Golden Coin on Friday to award to children throughout the week for achieving the Weekly Target in the lunch hall. The staff member will enter the lunch hall and hold their hand in the air – silently calling for attention – and then award their coin to a child. The child will then add it to the Lunchtime Reward Display in their own year group section. The year group with the most Golden Coins at the end of the week (confirmed in Reward Assembly on a Friday) will receive a prize of their choice (negotiated with their teacher). *The coins and Weekly Target will be changed on a Thursday PM ready for Friday Praise Assembly.*

Sanctions

Members of lunchtime staff will follow year group flow charts of behaviour management.

Any warnings / moved pegs will need to be communicated to class teachers at the end of lunchtimes.

Any red cards / clouds will need to be recorded in the classes Log Book by the lunchtime supervisor involved with the process.

Restraint should also be recorded in the class log book.

Golden Rules

Camestone's Golden Rules are a set of rules that underpin our school Ethos and Values. All children and staff will endeavour to follow the Golden Rules that they have signed in the main hall with a hand print. Golden Rules are relevant to the entire school day and are to be referred to by all members of staff and children. The Golden Rules will be the guidelines for all Rewards and Sanctions throughout the school, both within and outside the classroom.

Appendix 4 Code of Conduct: Parents/Carers and other visitors to school

Rationale

At Camestone School we are very fortunate to have very supportive and friendly parents, without which we would not be able to function so successfully as a Community School. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community. As a partnership our parents will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school.

The purpose of the policy is to provide a reminder to all parents and visitors to our school about expected conduct. This is so that we can continue to flourish and achieve in an atmosphere of mutual understanding.

Guidance

As well as following the guidance set out in the Home-School Agreement, we expect parents and carers to:

- demonstrate that both teachers and parents work together for the benefit of their children;
- demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour;
- seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to the situation;
- correct own child's behaviour especially in public where it could otherwise lead to conflict or aggressive behaviour or unsafe behaviour;
- approach the school to help you resolve any issues of concern.

Use of the Internet

We expect parents and carers to adhere to the following statement:

- As a parent, I support school safeguarding policies and I will ensure that I monitor my child's use of the internet (including social networking) outside of school. I will act as a positive role model to my child by ensuring that I use social networking sites responsibly.

Behaviour

In order to support a peaceful and safe school environment, the school strongly discourages parents and carers from:

- disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds;
- using loud and/or offensive language, swearing, cursing, using profane language, displaying temper or spitting.
- threatening to do actual bodily harm to a member of school staff, fellow parents/carers or pupils regardless of whether or not the behaviour constitutes or may constitute a criminal offence;
- damaging or destroying school property;
- abusive or threatening emails, phone messages or posts on social media;
- the use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises;
- expressing dissatisfaction in a public place (e.g. social media) without first discussing the issue with the school leadership team;
- approaching someone else's child in order to discuss or chastise them because of their actions towards their own child, (such an approach to a child may be seen to be an assault on that child and may have legal consequences.);
- smoking and consumption of alcohol or other drugs on school premises;
- behaviour that would bring the school into disrepute;
- bringing pets onto school premises (assistance dogs permitted);
- cycling or using scooters on school premises.

Should any of the above behaviour occur on school premises, the school may feel it necessary to contact the appropriate authorities and even prohibit the offending adult from entering the school grounds.

We trust that parents and carers will assist our school with the implementation of this policy and thank you for your continuing support.

Differentiated Behaviour Policy – Appendix 5

Most children are wired for school. The behaviour policy will work well for them.

A few are not.

This may be for a number of reasons.

- Attachment disorder
- Trauma or disruption
- ADHD
- Autism
- Developmental delay
- Communication needs
- Ineffective parenting

This list is not exhaustive.

These children will need the behaviour policy to be differentiated. They are not exempt but may be unable to respond to the usual strategies.

Principles

The differentiation should be:

- ✓ clear and visible
- ✓ as positive as possible, rewarding expected behaviours.
- ✓ communicated clearly to the child
- ✓ based on professional advice where appropriate.
- ✓ shared with parents
- ✓ shared with all relevant adults, including lunch, club and coaching staff where appropriate
- ✓ based on identifiable needs
- ✓ reviewed frequently
- ✓ consistent
- ✓ building empathy and positive relationships for the child
- ✓ based on realistic expectations e.g. doing something 50% of the time or for 2 minutes
- ✓ focussed on improving rather than managing behaviour

Differentiation may include:

- Stepped procedures e.g. agreed steps before a warning, agreed time limits
- Key, trusted adults assigned to the child
- Interventions e.g. social groups
- Adaptations to the structure of the day e.g. someone to talk to on arrival at school, alternatives at playtime
- Visual cues for expected behaviours
- Preventative work e.g. brain breaks, calming activities, social stories, comic strip conversations
- Restorative conversations
- Alternative sanctions (What does the child care about? What would be restorative?)
- Delayed sanctions (to allow for calming)
- Personal reward systems
- Agreed codes and signals
- A de-escalation plan

All behaviour is communication.

Should we think "this child is having a hard time" rather than "this child is giving me a hard time"? Remember, a child in a heightened emotional state is unable to engage effectively with their frontal cortex, the part of the brain that controls reason, language, problem-solving and thinking through consequences. Wait until they are able to regulate.

Remember that someone who is observing and waiting is not doing nothing.

Take your cue from the adult who is dealing with the situation. Ask what they need.

The adults need support too. Secondary stress can be toxic. Adults involved in stressful situations may need to debrief or take a break. They may need reassurance that they are doing the right thing.

Children whose behaviour is challenging require people to build relationships with them. When we rely on rules not relationships we will have little lasting impact.

Change in behaviour can take time. For traumatised or attachment disordered children this may be 18 months to 3 years of nurture to effect lasting change.

Fairness and equality are not treating everyone the same but treating everyone according to their need.