



Behaviour Policy

Spring 2018

Date of next review: Spring 2021

At Cavendish Primary School we have a zero tolerance of racism, bullying, aggressive behaviour and swearing. The Cavendish Code outlines our expectations of behaviour. This policy is designed to support staff in the consistent management of behaviour in school.

RULES AND PROCEDURES

Our rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour and how to keep themselves and each other safe.

Rules and routines:

- are kept to a necessary minimum
- are positively stated whenever possible, telling the children what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- are consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole

Cavendish School works to create an environment which encourages and reinforces good behaviour.

Our School Behaviour Code (The Cavendish Code) is attached as **Appendix 1**

This code reflects the school ethos and all expectations for behaviour around the school link to this code.

AIMS

We aim to:

- promote high expectations of pupil behaviour throughout the school
- encourage the involvement of both home and school in the implementation of this policy based on a sense of community and shared values as expressed in the Cavendish Code
- create a safe, caring, co-operative environment in which learning and social development can take place
- promote self-esteem, self-discipline and positive relationships
- ensure consistency of response to both positive and negative behaviour
- be proactive in the prevention of bullying or racist behaviours
- support the principles of British Values including democracy, the rule of law, individual liberty and tolerance of different cultures and beliefs

SCHOOL ETHOS

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate for learning, behaviour and social development with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all.

STANDARDS OF BEHAVIOUR

We have clear expectations for standards of behaviour as set out in The Cavendish Code because the school has a central role in the children's social and moral development just as it does in their academic development.

Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. Acceptable standards of behaviour are those which reflect these principles.

Racist or bullying behaviour of any kind will not be tolerated and all such incidents should be reported to a member of the Senior Leadership Team.

It is essential that staff are consistent in their approach both individually and across the school. No member of staff should ever ignore inappropriate or unsafe behaviour.

COMMUNICATION AND PARENTAL PARTNERSHIP

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in all aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if a difficult situation arises.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Deputy Head/SENCO so that strategies can be discussed and agreed before more formal steps are required. If a member of staff, other than the class teacher, has ongoing concerns over a child's behaviour these should be discussed with the class teacher in the first instance. The class teacher may then decide to inform the Deputy Head/SENCO.

Any significant discussion with parents should be recorded and information passed on to the next class teacher and the Deputy Head/SENCO.

Our Home-School agreement underpins this process and is attached as **Appendix 2**.

THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Effective differentiation in lessons, planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear learning objectives, understood by the children, and be effectively differentiated to meet the needs of children of different abilities. Marking and record keeping are used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be organised to be accessible and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

The Cavendish Code should be clearly displayed in all teaching and public areas. In addition classes develop their own classroom rules which need to be couched in positive terms and appropriately displayed.

LEARNING MENTOR AND EMOTIONAL LITERACY SUPPORT ASSISTANT (ELSA)

At Cavendish Primary School we have a Learning Mentor and an Emotional Literacy Support Assistant (ELSA) who are trained to support children who are struggling with their behaviour and emotions. If a member of staff has ongoing concerns over a child's behaviour they can refer a child to the Mentor or ELSA for support. This support may take the form of a programme of work to help the pupil recognise the effects of their behaviour and to understand how to change it. The Learning Mentor or ELSA may also support children who are vulnerable or who have experienced distress due to school or home circumstances. Parents will be informed if their child is receiving ongoing support.

Should members of staff wish to make use of the Learning Mentor or ELSA they should first speak to the Deputy Head/SENCO.

REWARDS AND SANCTIONS

Rewards

Our emphasis is on using rewards and recognitions to reinforce good behaviour.

We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

The following forms of recognition of positive behaviour are also used:

- Praise by members of staff
- Comment on pupils' work
- Praise by Senior Leaders
- Inform parents (verbal or good work note)
- Certificates presented in assemblies, e.g. Cavendish Code assembly
- Various class reward schemes, e.g. 'Marbles in the Jar' in KS1, House Points in KS2
- Merit stickers
- Golden Time/Privilege Time

We avoid publicly displaying individual children's names for rewards (e.g. on class charts) as this can cause children to feel embarrassed if, for example, they have received fewer rewards than other children.

Sanctions

Although rewards are central to the encouragement of good behaviour, there is also a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction.

The use of sanctions must be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be kept to a minimum as they can cause resentment.
- There should be a clear distinction between minor and major offences.

As above, we avoid publicly displaying individual children's names (e.g. on class charts) when they have behaved poorly.

Sanctions range from expressions of disapproval, withdrawal of the teacher's attention, withdrawal of privileges, missing 5 minutes of Playtime, 'Time Out' of class to work in a different classroom, referral to a Senior Leader, letters to parents and, in the last resort, Exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Repeated misdemeanours should be treated as a serious misdemeanour. Any refusal to accept a teacher-imposed sanction should be treated as serious misconduct.

Cavendish has a Flowchart of Appropriate Action. See **Appendix 3**

Incidents of poor behaviour and subsequent action taken may be recorded on the school behaviour log. (See **Appendix 4a and 4b.**) Children may also be asked to write or dictate their own reflections of how they have behaved. (See **Appendix 5.**) Completed incident logs will be kept by the class teacher/ and or the Deputy Head/SENCO, depending on the seriousness of the incident(s).

PHYSICAL INTERVENTION

The school follows Department for Education (DfE) guidance on the use of physical restraint. This can be accessed from the DfE website.

The school also has a Physical Intervention Policy which sets out acceptable practice guidance.

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary. This must always be kept to the minimum and must follow DfE guidance. The child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team. If this is not possible then the senior teacher should be called to the incident and all other children removed from the area. Parents will be immediately involved.

The Executive Headteacher and the Deputy Head/SENCO will work with the pupil, relevant staff and the parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies, for example, the Educational Psychology Service, Social Care, Behaviour Consultant etc.

MONITORING AND RECORD KEEPING

All serious or persistent breaches of the behaviour code should be recorded and discussed with the Deputy Headteacher/SENCO or another member of the Leadership Team. Ongoing records may be kept in a teacher's file and then edited for inclusion into a child's school file. It is therefore essential that all records are completed accurately, with the child's name, date and relevant adult names included. These documents (or copies) would include:

- Letters or notes to parents
- Records of any discussion with parents

POLICY MONITORING AND REVIEW

The implementation of this policy will be monitored by the Executive Headteacher and the Deputy Head/SENCO, who will report to the Governing Body. This policy will be revisited annually with staff and reviewed every three years.

Updated and agreed with Staff and Governors:
March 2018

Anna Coleman, Deputy Head for Inclusion and SENCO

Appendix 1:



Appendix 2:

Home School Agreement

Cavendish Primary School recognises that children learn best when a purposeful partnership exists between home and school. This agreement sets out the responsibilities of all those involved to ensure that our children reach their full potential.

School – The School will:

- Provide a balanced curriculum which meets the needs of your child
- Provide a safe, secure and happy environment for learning
- Have high standards of work and behaviour and encourage all children to achieve their best
- Expect all staff and pupils to treat each other with respect and tolerance
- Report to you regularly on the educational progress of your child and on general school matters
- Respond promptly and fairly to any concerns raised by parents
- Welcome your support and involvement in the work of the school
- Support the work of the PTA

Parents and Carers – I / We will:

- Support the aims of the school, its policies and guidelines for behaviour
- Encourage my child to have a positive attitude to education by talking about school activities and by supervising or helping with homework
- Expect my child to show respect and tolerance for other pupils and staff
- Send my child to school regularly, on time, ensure they are wearing their uniform and are equipped for the day
- Tell the school about any problems affecting my child’s education
- Attend regular meetings to discuss my child’s progress
- Support the work of the governors, staff and PTA

Children – I will:

- Treat adults and other children with respect
- Be polite, friendly and helpful
- Come to school regularly and on time
- Bring all the equipment I need to help with my learning
- Keep the school and class rules so that everyone is happy in the classroom and playground
- Listen carefully
- Do all my class work and homework as well as I can
- Come to school looking smart, tidy and in my uniform

	Print name	Signature	Date
Headteacher			
Teacher			
Parent/carer (please circle)			
Child			

At Cavendish School we try to create a caring school in which a broad and balanced curriculum is offered to all children. We aim to achieve this by giving equal opportunities to all, irrespective of race, religion, gender, social class or ability.

We aim to:

1. Foster a sense of personal worth in all pupils, so that learning and self-esteem go hand in hand
2. Provide a stimulating learning environment that enables all children to work to the best of their abilities
3. Develop a strong social and moral code that enables children to respect themselves and each other regardless of faith, gender, race or background
4. Create an attractive environment in which children are encouraged to feel a sense of pride and ownership
5. Develop a sense of partnership with parents
6. Develop links with the wider community

All members of the school community (teaching and non-teaching staff, lunchtime supervisors, parents, pupils and governors) endeavour to work towards the schools aims by:

1. Regarding children as individuals and respecting their rights, values and beliefs
2. Fostering and promoting good relationships and a sense of belonging to the school community
3. Providing a well ordered environment in which all are fully aware of the expectations of good behaviour
4. Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
5. Encouraging, praising and positively reinforcing good relationships, behaviour and work
6. Working as a team, supporting and encouraging one another
7. Keeping children safe, healthy and enabling them to fulfil their potential

Cavendish Behaviour Management – Flowchart of Appropriate Action Behaviour of Learners

Stage One

- Conforming to staff expectations

If inappropriate behaviour occurs move to Stage Two

Stage Two

- Inappropriate chat, silliness and/or interruption
- Drifting off task during learning activities
- Mild disruption of others during learning activities
- Minor rudeness and discourtesy
- Inconsiderate use of language
- Minor teasing
- Making unnecessary and inappropriate noise
- Unnecessary pushing and shoving

If behaviour is modified and conforms to expectation move back to Stage One

If inappropriate behaviour continues or a more serious breach of discipline occurs move to Stage Three

Stage Three

- Use of inappropriate language e.g. swearing
- Abuse of school and /or other's property
- Overly aggressive approach to physical activities which put others in danger of injury
- Intentional and degrading name calling
- Serious rudeness and discourtesy
- Fighting and or other violent behaviour
- Spitting
- Throwing an object which puts others in danger
- Inconsiderate, disruptive and/or threatening behaviour including tantrums

If a serious breach of discipline continues or arises on three separate occasions during the school year, move to Stage Four. If a major breach of discipline occurs move through Stages 3 & 4.

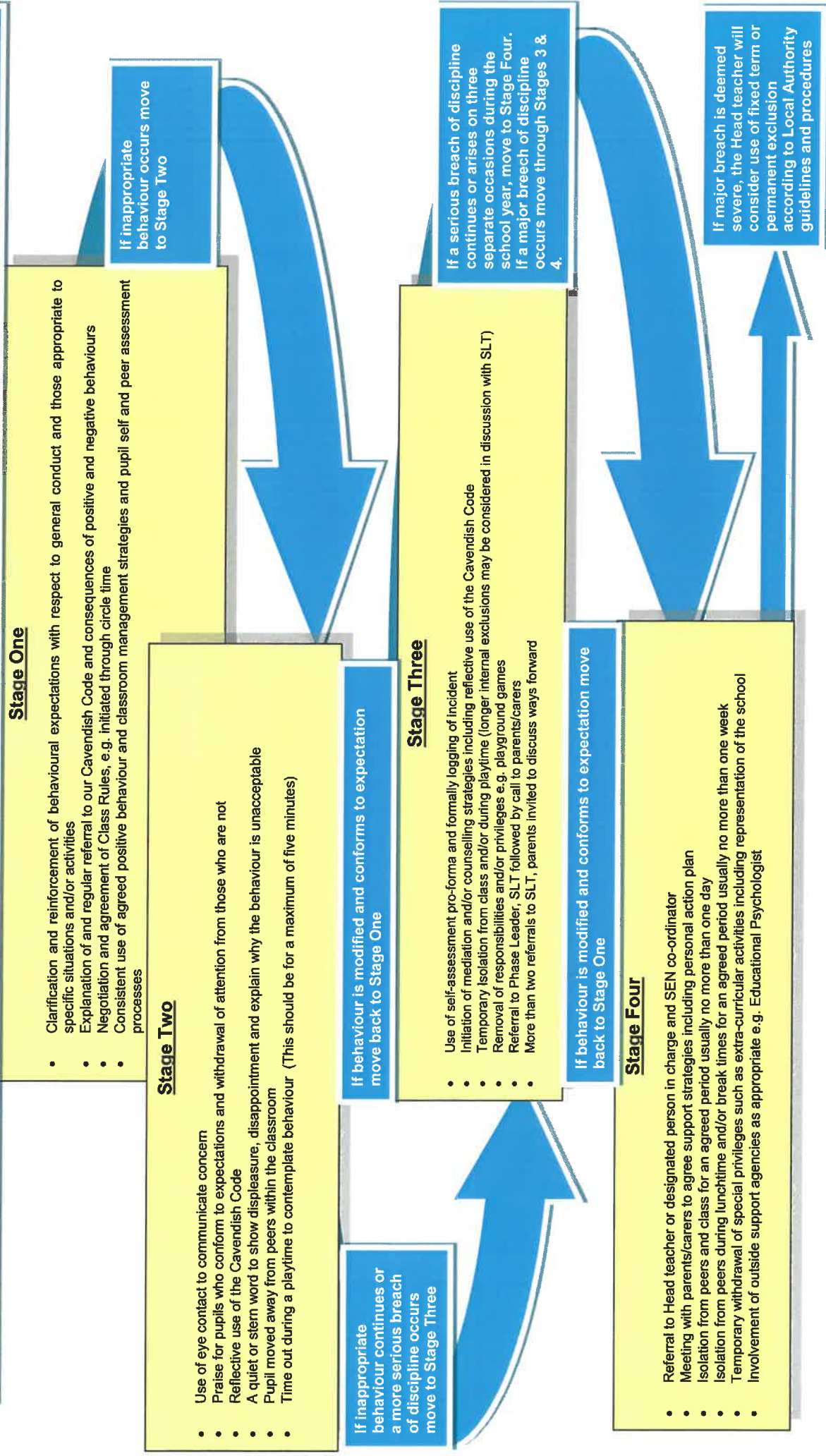
If behaviour is modified and conforms to expectation move back to Stage One

Stage Four

- Bullying including the use of abusive and offensive language with the clear intention of hurting others and repeated and degrading name calling which seeks to demean personal characteristics of the victim
- Repeated fighting and/ or a serious act of premeditated violence
- Racism
- Recurring instances of spitting
- Stealing
- Truancy
- Extreme rudeness and discourtesy
- Persistently uncooperative and disruptive including repeated tantrums
- Throwing an object with intent to harm others

If major breach is deemed severe, the Head teacher will consider use of fixed term or permanent exclusion according to Local Authority guidelines and procedures

Cavendish Behaviour Management – Flowchart of Appropriate Action Agreed Actions



Behaviour Log

Stage 3		Stage 4	
Date	Time	Pupil\Pupils Involved	Member of Staff
<p>Nature of problem (Please highlight)</p> <ul style="list-style-type: none"> • Use of inappropriate language e.g. swearing • Abuse of school and /or other's property • Overly aggressive approach to physical activities which put others in danger of injury • Intentional and degrading name calling • Serious rudeness and discourtesy • Fighting and or other violent behaviour • Spitting • Throwing an object which puts others in danger • Uncooperative, disruptive and/or threatening behaviour including tantrums • Other – Please Specify 	<p>Action Taken (Please Highlight)</p> <ul style="list-style-type: none"> • Initiation of mediation and/or counselling strategies including reflective use of the school's 'Cavendish Code' • Completion of 'Thinking about my Behaviour' pro-forma/ self-assessment and formally logging incident • Temporary isolation from friendship groups in class and/or during playtime • Removal of responsibilities and/or privileges e.g. playground games • Referral to Phase Leader, member of SLT and/or teacher in charge in the case of lunchtime • Communication to parents to inform of behaviour • When a child is referred to SLT more than twice, parent/carer will be invited in to school to discuss ways forward • Other – Please Specify 	<p>Nature of problem (Please Highlight)</p> <ul style="list-style-type: none"> • Bullying including the use of abusive and offensive language with the clear intention of hurting others and repeated and degrading name calling which seeks to demean personal characteristics of the victim • Repeated fighting and/ or a serious act of premeditated violence • Racism • Recurring instances of spitting • Stealing • Truancy • Extreme rudeness and discourtesy • Persistently uncooperative and disruptive behaviour including repeated tantrums • Throwing an object with intent to harm others • Other – Please Specify 	<p>Action Taken (Please Highlight)</p> <ul style="list-style-type: none"> • Referral to Head teacher or designated person in charge and SEN co-ordinator • Meeting with parents/carers to agree support strategies including personal action plan • Isolation from peers and class for an agreed period • Isolation from peers during lunchtime and/or break times for an agreed period • Temporary withdrawal of special privileges such as extra-curricular activities including representation of the school • Involvement of outside support agencies as appropriate e.g. Educational Psychologist • Other – Please Specify
Additional Information/Comments			
Further Action Required			
Please highlight relevant sections – Thank you			

Thinking about my behaviour

What happened?



What did I do?



How did it make me feel? How did it make others feel?



How am I going to fix things? What will I do next time?



Signed _____

Teacher _____