



Behaviour Policy

2023 - 2024

Aims

At Cleves Primary School, we believe that children need a safe, stimulating and engagement environment to learn and develop new skills. To facilitate teaching and learning across the school, acceptable behaviour needs to be demonstrated in all aspects of school life. We are committed to:

- Promoting desired behaviour and expectations.
- Ensuring that there is equality and people are treated fairly, and with respect
- Praising and rewarding good behaviour
- Challenging and disciplining behaviour that is not deemed to be acceptable
- Providing a safe environment, which is free from violence, racism, prejudice, and discrimination
- Encouraging positive home school relationships with parents and carers
- Promoting a culture and learning environment where all pupils can learn and achieve
- Ensure that all pupils understand the school's values care, consideration, commitment, cooperation, and courtesy.

The school has high expectations of pupils' conduct and behaviour, which is understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment. **All members** of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are **not** tolerated and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional, or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Roles and Responsibilities

All staff, pupils, parents, and governors have a responsibility to safeguard and protect children in their care, this includes upholding clear behaviour expectations and ensuring that procedures are followed accurately.

The Headteacher

The Headteacher (Liza Christofides) is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher and her Senior Leadership Team (SLT) will ensure that the school's environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

Adhering to this policy and applying it consistently and fairly.

Supporting pupils in adhering to this policy.

Promoting a supportive and high-quality learning environment.

Modelling high levels of behaviour.

Being aware of the signs of behavioural difficulties.

Setting high expectations for every pupil.

Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

Keeping the relevant figures of authority up-to-date with any changes in behaviour.

The SENCo will be responsible for:

Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.

Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCo and, where appropriate, the pupils themselves.

Aiming to teach all pupils the full curriculum, whatever their prior attainment.

Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

Parents will be responsible for:

Supporting their child in adhering to the school rules and reinforcing this at home.

Informing the school of any changes in circumstances which may affect their child's behaviour

Where a parent has a concern about management of behaviour, they should raise this directly with the headteacher while continuing to work in partnership with the school

The Senior Mental Health Lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with Policy.

Pupils

At Cleves Primary School, we want to provide positions of responsibility and positive pupil role models across the school. It is our aim to encourage our pupils to be valuable members of society and uphold themselves to the highest stand possible. All pupils are encouraged to take responsibility for themselves and manage how they conduct themselves – including on school trips.

Behaviour Expectations and Procedures

At Cleves Primary School, we expect our pupils to uphold themselves and their behaviour to the highest standard possible. This means that all pupils are required to understand the behaviour policy and conduct themselves in a manner that is positive and shows a willingness to learn. In this policy, the expectations and behaviour procedures of Cleves Primary School are outlined.

Classroom Rules

Each class teacher must involve the children in drawing up a set of classroom rules at the beginning of the school year. These rules should promote positive behaviour and learning environments. The agreed classroom rules must be displayed in each classroom and be reinforced, and pupils reminded of them regularly.

When communicating the policy to pupils, class teachers should ensure that children are aware of the different methods of resolving and airing their views. This may be through discussion with the teacher, senior leaders, or a learning mentor. The senior leaders and/or learning mentor will follow up any concerns.

Structure of managing behaviour

Any incidents of unacceptable behaviour, such as bullying, will be taken seriously, and dealt with immediately. To ensure that pupils feel safe in a stimulating and learning infused environment, all staff must respond calmly, promptly, and predictably in these situations. Following these incidents, staff will reflect and liaise with key individuals.

The SENDCo/Behaviour Lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alerted to changes in a pupil's behaviour that could indicate they need help or protection.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Behaviour Procedure

Step 1

Pupils will be issued with a **verbal** reprimand and reminder of the expectations of behaviour



Step 2

If the negative behaviour persists, pupils will be issued with a **second verbal warning** and their name will be written on the whiteboard



Step 3

The pupil will be **sent to the neighbouring class** for a period of 5 minutes to reflect on their behaviour and how it has impacted others.



Step 4

If the misbehaviour persists, the pupil will be **sent to the Phase Leader** where a targeted discussion with the pupil will take place, including explaining what they did wrong.

A sanction may be issued.

The Phase Leaders will inform the Headteacher of these conversations.

The Phase Leader will inform the parents of the incident.



Step 5

Should a pupil continue to ignore the school and classroom rules; the pupil will be **sent to the headteacher**

The Learning Mentor will hold a conversation and find a way of restoring desired behaviour.

Positive Behaviour

Positive behaviour will be taught to **all** pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly before entering the dinner hall.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Where the incident occurs during a break time or lunch time, children should tell their teacher or the member of staff on duty of the problem in the first instance. **Bullying incidents must be passed on to a member of the Senior Leadership Team/Learning Mentor.** They will investigate the incident and if found to be bullying, they will notify the headteacher who will record the incident as bullying and inform the parent/carers or all involved.

Exclusions

On rare occasions, an exclusion, either internal or external, may be deemed to be appropriate. **An exclusion can only be sanctioned by the Headteacher.** A decision to exclude will be made after consultation with the class teacher, pupil, and parents/carers. If a pupil is excluded externally, the school is required to notify the Local Authority. Parents/carers will formally be notified in writing stating the conditions, reasons, and the duration of the exclusion, including details of the parental rights of appeal.

The decision to exclude is not taken lightly and many factors, including previous conduct and the individual needs of the pupil, are considered. The school may decide to exclude to discuss and implement future provision and arrangements for the pupil to try and prevent further exclusions wherever possible.

Examples of behaviour that may lead to an external or internal exclusion are as follows:

- Offensive language directed at staff
- Deliberate inappropriate sexualised behaviour
- Deliberate use of bad language
- Racial or homophobic remarks with intent/intimidation
- Persistent/extreme violent behaviour towards another
- Persistent bullying of any kind
- Carrying offensive items
- Smoking
- Vandalising school property

On rare occasions, we are entitled to employ reasonable physical force if we deem there is a danger of the child committing an offence, injuring themselves or others or damaging property. Key members of staff are Team Teach trained.

Permanent Exclusion

A decision to exclude a pupil permanently should only be taken:

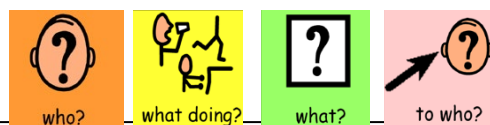
- In response to serious or persistent breaches of the school's behaviour policy.
- Where allowing the pupil to remain in school would significantly harm the education or welfare of other pupils in the school.

Appendix 1

Reflection Form

Name of Child:	Class: Time out class:	Date:	Lesson:
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Describe the behaviour that got you to time out



Explain why you behaved in this way



Empty rectangular box for writing the explanation.

Reflect on you can modify your behaviour to meet the behaviour expectations of Cleves and ensure that you are not preventing others from learning:

Empty rectangular box for writing the reflection.