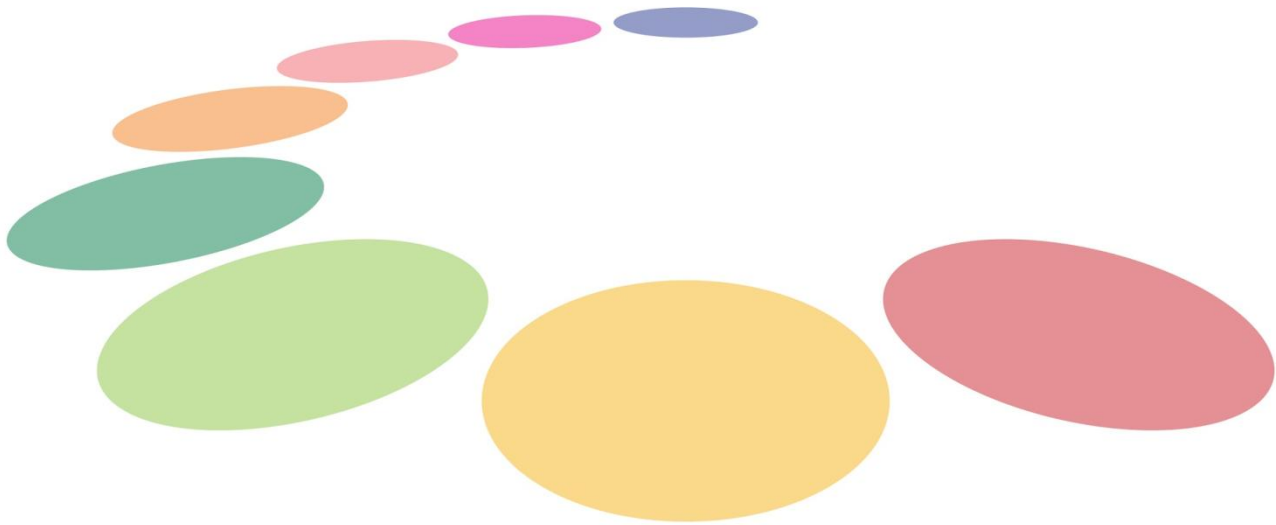


Claremont Primary School
Behaviour Policy



Agreed Date	September 2018
Review Date	September 2020

Vision Statement

In partnership with all members of our school community, we wish our children to become positive contributors to wider society. Through installing a passion for life-long learning and nurturing a strong sense of self, with an understanding of social responsibility, we will enable our children to achieve their full potential academically and socially.

We aim to do this by:

- Being an outward looking school actively engaging and celebrating the diversity of our wider community
- Fostering a welcoming environment of equality tolerance and respect
- Implementing a creative and enquiry based curriculum
- Providing enthusiastic, adaptable teaching to enable all children to become independent learners
- Providing a range of enrichment activities and visits
- Creating a physically secure, emotionally safe and socially supportive environment
- Offering opportunities for collaborative learning and developed shared responsibility at all levels

Aims of the policy

The aim of our behaviour policy is to promote good behaviour. We have school expectations and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour.

Objectives

- For all children to be happy, caring and confident learners
- To have high expectations of all children
- For children to learn the difference between acceptable and unacceptable behaviour
- To promote respect and consideration for others and for property within school
- For children to respect themselves and others, valuing diversity of culture, belief and opinion

Roles and Responsibilities

The Headteacher will work with all members of the school community to ensure high standards of behaviour at all times.

All staff will:

- understand and consistently demonstrate the school's core beliefs about behaviour
- recognise that behaviour is often an outward display of a deeper concern a child may have
- promote Positive behaviour through clear systems and routines
- recognise and celebrate Positive behaviour in classrooms, corridors, playgrounds, and dining halls
- model controlled, respectful verbal and non verbal behaviours at all times
- use specific language and scripts to support those children who find the classroom environment stressful and demonstrate this through their behaviour
- routinely incorporate activities designed to promote children's social skills and emotional development
- where an individual child experiences difficulties in developing or sustaining appropriate behaviour, use interventions with guidance from the SENCo which gives additional support and attention
- link Classroom Expectations and Consequences systems to our Rights Respecting articles

Children will:

- Behave respectfully to others
- Behave in a way that keeps others and self safe
- Be willing to learn
- Allow others to learn around them
- Be honest about mistakes and learn from them
- Allow others to make mistakes
- Give opinions in a constructive manner
- Listen to others

It is expected that parents/carers will:

- Praise and encourage their child's efforts and achievements
- Ensure that their child attends school and arrives on time
- Contact the school if their child is absent or will be late
- Inform the school of any events which may affect their child's behaviour, so that it can be dealt with sensitively
- Support their child in behaving appropriately
- Support the school if sanctions are applied to their child for inappropriate behaviour

Special Educational Needs

Individual Support

Children with difficulties may be placed on the school's additional needs register. All children with an identified need have an individual support plan written with them and in consultation with the parents, class teacher and by the Inclusion AHT. This includes individual targets with rewards and consequences tailored to the child's needs. If difficulties continue, the support of external agencies, including the educational psychologist, may be sought. In complex cases of emotional and behavioural difficulties, an application may be made for statutory assessment by the local authority who will decide whether or not pupils need an EHC plan (education, health and care plan) to outline their additional needs and the special provision which needs to be in place for them.

External Agency Links

School staff work closely with other professionals to ensure appropriate support is in place for children with social, emotional and behavioural needs. Other agencies Claremont Primary work with include: Child and Adolescent Mental Health Services (CAMHS) and the Educational Psychology Service (EPS). Within school, therapeutic interventions are in place to support children with ongoing social, emotional, mental health and behavioural needs. These include: Art Therapy, Play Therapy, Nurture Room provision and one to one counselling services.

Rights Respecting School

We are a Rights Respecting School which means that all children, staff and the school community learn about children's rights, putting them into practice every day. In Rights Respecting Schools children's rights are promoted and realised, adults and children work towards this goal together

Systems and Routines

Code of Conduct

The Code of Conduct clearly identifies the expectations that all children are expected to follow. It also highlights the positive and supportive consequences that children will receive should they choose to follow, or not follow, the school expectations. Children are encouraged to make the right choices regarding their own behaviour. We believe this approach encourages and develops self regulation, self control and self management in our children.

Outstanding (Gold) Behaviour	Consequences to Encourage
100% effort with learning 100% effort/responses to managing own behaviour Outstanding citizen	Certificate every week in half term = green badge 6 half term badges and activities = end of year activity

Expected (Green) Behaviour	Consequences to Encourage
<p>Showing effort in work/completion of work Neat presentation of work to your best ability Being in the right place at the right time Helping/supporting others in distress Good manners Good listening Good sitting Following instructions first time Kindness to others Calm voice and calm body Looking after all equipment (schools, own and others) Keeping the school environment tidy</p>	<p>Verbal praise Sticker/bookmark Green spot on chart at the end of each day 5 green spots in one week = 15mins extra play and a certificate on Friday</p>
Low Level (Verbal Reminder) Behaviour	Consequences to Support
<p>Lack of concentration/focus on work Ignoring/ not following instructions first time Non-aggressive throwing of objects Invading the personal space of others Rough play: including pushing, grabbing, pulling unintentionally catching someone with a shoulder. Running/being noisy on the corridor Unintentional or inappropriate use of equipment Dropping litter Interrupting adults or pupils Inappropriate undirected language Using equipment to tap or touch another person.</p>	<p>Verbal reminder Final verbal reminder 15 minutes of following expected behaviours = return to Green. Should you move to pink once in a day you will be able to return to green and still receive your green dot.</p>
Medium Level (Amber) Behaviour	Consequences to Support
<p>Rough play where someone gets hurt: slapping, pinching tripping, shoving in the back or pulling someone to the floor Continual undirected inappropriate language Refusal to work Refusal to follow instructions/co-operate Persistent invading of another person's personal space Persistent lack of effort with presentation Deliberately provoking others Deliberate unkindness to others Persistent interrupting adults or pupils</p>	<p>1) 15 mins reflection in class (continue work or completion of reflection sheet) 2) 20mins working in another class and a text home Teacher records 2nd amber on SPTO –grey card</p>

High Level (Orange) Behaviour	Consequences to Support
<p>Intentional vandalism causing damage to school or children's property.</p> <p>Spitting at someone</p> <p>Stealing</p> <p>Persistent refusal to work</p> <p>Persistent refusal to follow instructions</p> <p>Intimidating another person (first time), Verbal threats and physically intimidating another person.</p>	<p>Speak with Phase Leader or Assistant Head which may result in one or more of the following:-</p> <p>Work out of class for a session and text home. 1st time - On report for the rest of the day.</p> <p>Work out of class for a half day and text home. 2nd time - On report for the remainder of the day and the following day.</p> <p>Meeting with parents</p> <p>Teacher records on SPTO as Yellow card</p>
Highest Level (Red) Zero Tolerance Behaviours	Consequences to Support
<p>Violent physical aggression causing personal injury: intentional punching, kicking, head-butting, biting or slapping.</p> <p>Directed verbal abuse towards an adult or pupil including swearing, racist language, sexist language, homophobic language.</p> <p>Use of objects/weapons to hurt others.</p> <p>Bullying / persistent intimidation (including racism / LGBTQIA)</p>	<p>Immediate SLT (Head or Deputy or their designate) and contact with parents</p> <p>Consequence will be at least as the same for High Level Orange plus one of the following depending on the severity of the incident: -</p> <p>1st time: 1 week on report 2nd time: 2 weeks on report 3rd time: Strategy meeting</p> <p>When/if children return to class please re-direct them straight to an activity; the issue has been dealt with.</p> <p>SLT records as Red card on SPTO SLT records on CPOMS</p>

Use of physical intervention

All members of school staff have a legal power to use physical intervention. Proportionate force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Whilst any member of staff can use physical intervention, there are also members of staff in school who are trained in safe holding techniques to deal with any serious incidents.

At Claremont we endeavour to support our pupils by de-escalating potentially difficult situations, spotting triggers and preventing conflict wherever possible. There may be times however, when staff are required to physically intervene. The decision to use physical intervention depends on individual circumstances, risk to pupils, staff or property. We are mindful of each child's individual needs and steps are taken to reduce the likelihood of physical intervention wherever possible. Using physical intervention will be a last resort.

Circumstances where physical intervention may be used:

- To keep pupil safe
- To restrain a pupil at risk of harming themselves or others
- To remove disruptive children from the classroom.
- To prevent pupils leaving the classroom or building, where allowing them to leave would risk their safety.
- To prevent a pupil from attacking a member of staff or another pupil.
- To stop a fight in the playground.

Parents/Carers will be informed of serious incidents involving the use of physical intervention and a detailed record will be kept in school on CPOMS.

Exclusion

Fixed Term Exclusion

Fixed term exclusion may be used when a child's actions or behaviour endangers other individuals or property or challenges the authority of school staff

Endangering other individuals may include:-

- physically threatening, intimidating or actually hurting others
- verbal abuse, name calling, racist abuse
- persistent rough, inappropriate play which is unsafe
- bullying in any form

Endangering property may include:-

- deliberate damage of school equipment, including throwing items across the room, breaking windows ii) kicking or slamming doors
- deliberate damage of the outdoor school environment

Challenging the authority of staff members:-

- refusing to follow class and school expectations

- refusing to comply with instructions eg: requests to leave the classroom
- leaving the school premises without permission

Exclusion may also occur when a child persistently and deliberately disrupts the learning environment of the classroom, thereby preventing the teacher from teaching and other members of class from learning.

Exclusion is never taken lightly or in the heat of the moment. It is the decision of the Headteacher or deputy headteachers in her absence and the relevant facts are fully investigated before a decision to exclude is taken. The following steps are taken:

- i) the incident is investigated as soon as possible
- ii) the child/member(s) of staff involved are questioned for their point of view
- iii) adult and children eye-witnesses are questioned and their accounts are considered
- iv) injuries or damage to property are investigated
- v) the location of the incident is taken into consideration.

Permanent Exclusion

Permanent exclusion may ensue if, in spite of the school's own support systems and external agencies, a pupil's behaviour continues to constitute a danger to other individuals or to challenge authority.

Reasons for permanent exclusions may include the following:-

- physical assault on another pupil or adult
- bullying
- threatening behaviour
- defiance/challenging authority of the school staff
- deliberate damage to property
- possession of offensive weapon
- theft
- verbal abuse to other children/adults
- drugs related issues

In the case of persistent behavioural difficulties which lead to either fixed term or permanent exclusion, the advice of external support agencies will be sought. This may include the Child and Adolescent Mental Health Team, Social Services or the Behaviour Support Service.

In the case of both fixed term and permanent exclusion, The Local Education Authority's procedures relating to exclusion will be implemented.