



CLUTTON BEHAVIOUR POLICY

School Mission Statement

Clutton Church of England Primary School is proud to be a Christian school where diversity is celebrated and where all our children are equally valued, respected and encouraged to achieve their own personal potential.

Purpose of the policy

Clutton School has a whole school behaviour policy, supported and followed by the whole school community, parents, teachers, pupils and governors and is based on three main rules creating a sense of community and shared values.

1. Be safe
2. Be kind
3. Be respectful

Aims

The main aims of the behaviour policy are:

- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in pupils a respect for themselves, for other people and for property.
- To encourage good behaviour rather than to simply punish poor behaviour by
- providing a range of rewards for pupils of all ages and abilities.
- To make clear to pupils the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

Code of conduct

Clutton Church of England Primary emphasises the importance of respect. All members of the school community are asked to respect each other and all pupils are expected to respect their teachers, other adults and fellow pupils. Furthermore, pupils are expected to respect their own and other people's property and to take care of books and equipment.

Pupils are expected to be well behaved, well-mannered and attentive. Foul or abusive language is not allowed and pupils are not allowed to bring sharp or dangerous instruments to school. Physical violence or retaliation are not acceptable behaviour. Any incidents must be reported to staff. Repeated or serious incidents may lead to exclusion.

This code of conduct has been formulated with the safety and well-being of the pupils in mind, and to enable the school to function efficiently as a place of learning.

Role of parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and pupils.
- By discussing the 3 school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending parent meetings and parents' functions and by developing informal contact with school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff deal with behaviour problems patiently and positively.

Care and control of pupils

7. At all times staff should encourage good behaviour through praise and reward. No member of staff must in any way physically chastise a pupil. If there is a need for sanctions then the following may be used, depending on each pupil's needs:

- Redirect to another activity.
- Talk to the pupil – discuss what has happened.
- Discussion in groups or whole class.
- Move the pupil from the group to work on his/her own.
- Repeat work.
- Miss playtime (but must be supervised).
- Behaviour plan – setting targets.
- Remove pupil from the class – place with Principal or in another class.
- Parental involvement.
- Sanctions.

Use of DOJOS

- Two warnings are given to the pupil then a negative Dojo, they miss two minutes of playtime/lunchtime.
- Parents are informed of any negative Dojo and as to the reason why.
- Three negative Dojos mean the pupil stays in for a lunchtime detention.

All behavioural incidents are recorded on CPoms.

CPOMS

8. This is used to record:

- Any incidents involving a pupil, or anyone employed in school which results in personal injury or damage to property.
- Loss, theft or damage to property.
- Any other incidents or matters of a serious nature.

These incidents are ones that may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

Challenging/inappropriate behaviour

9. Challenging behaviour can take the form of:

- Verbal abuse.
- Physical abuse.
- Assault.
- Defiant refusal.
- Absconding.

Intervention-positive handling

10. If a pupil violently attacks another pupil or adult and does not respond to requests to calm down, then positive handling is necessary. The pupil should be removed from the situation as soon as possible by trained members of staff following the Positive Handling Policy. Staff will take immediate action to involve parents. The incident will be recorded on CPoms and the situation discussed with the Principal.

One member of staff is Team Teach trained using de-escalation techniques.

11. This type of behaviour is generally rare and it is the responsibility of the Principal who will deal with it, particularly if the problem keeps recurring.

Procedures for dealing with major breaches of discipline

12. The following procedures apply:

- A verbal warning by the Principal as to future conduct.
- Withdrawal from the classroom for the rest of the day.
- A letter/phonecall to parents/carers informing them of the problem. Further agencies may need to be informed.
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the pupil's behaviour.
- If the problem is severe or recurring then the Exclusion Policy is followed.
- A TAF may be recommended involving parents and support agencies.

Lunchtime supervision

13. At lunchtime, the midday assistants carry out supervision. The midday assistants can refer to the Principal or staff, if necessary, for additional support. The midday assistants are expected to reinforce the 3 rules and remind pupils of the standard of behaviour expected. Midday assistants are offered training to help them deal with behaviour issues.

14. Persistent or serious misbehaviour at lunchtime is brought to the attention of the Principal and/or the class teacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the pupil will be excluded from the premises at lunchtime for a fixed time.

Incentive scheme

15. A major aim of the school policy is to encourage pupils to practice good behaviour by operating a system of praise and reward. The scheme is based on merit awards through which the pupils can be rewarded for academic and non-academic achievements, for effort, for caring, and for all aspects of good work and behaviour.

16. Pupils are awarded with a 'pupil of the week' certificate which is celebrated in Friday's Collective Worship. The children are chosen for 'pupil of the week' for keeping the 3 main rules.

17. Dojos are used to support and encourage good behaviour. One, two or five can be given out. They are then collated each term and if the pupils have the following amounts, they gain a certificate: 25 – bronze, 50 – silver, 75 – gold, 100 – special. They return to zero at the beginning of each term.

18. Most pupils respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work and their behaviour.

Sanctions

19. There will be times when pupils' behaviour is not in line with this policy and they need reminding where the boundaries of acceptable behaviour lie. The class teacher always deals with minor breaches of discipline in a caring, supportive and fair manner, with some flexibility regarding age of the pupil, as far as sanctions are concerned.

20. Each case is treated individually. Generally pupils are made aware that they are responsible for their own actions and that breaking rules will lead to a sanction of some sort. Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, letter of apology and loss of responsibility. Parents will be involved at the earliest possible stage, if problems are persistent or recurring.

21. Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. The Principal will work with the member of staff and parents to devise an action plan to meet that pupil's needs. This may include the involvement of other agencies – social services, psychological service etc. The Exclusion Policy may be implemented.

Sometime there are occasions when individual pupils exhibit behaviour which is unacceptable. As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change individual pupils' behaviour. Each pupil is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs including pupils with SEND.

22. A wide range of rewards is used to reinforce positive behaviour. These can include:

- Change in classroom organisation.
- Tiny steps are devised for each pupil (e.g. sitting on chair for given length of time, putting hand up to answer questions).
- Dojos are used as a reward and are collected termly– 25, bronze, 50 – silver, 75 – gold, 100 – special.
- Stickers, sharing good work with the Principal and copying work to send home to share with parents.
- Sharing good behaviour with other pupils/other classes.
- Involving parents at an early stage to make an action plan together.

By using a positive system of rewards and reinforcing good behaviour we help pupils to feel good about themselves.

Covid 19

We have all been living through this time of collective trauma. The school needs to support behaviour as the children return with a trauma response. Children will need time to find their feet again and there may be a lot of emotion moving forwards. Children will need space and time to explore what has been tricky, what's has been helpful during lockdown in order to facilitate connection and finding a way back together in the new spaces in the school. Well-being/PSHE type lessons will be part of the daily curriculum as we aim to reduce the trauma not induce trauma.

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