

# Belmont Cheveley Park Primary School



## Behaviour Policy and Guidelines

Last updated: September 2024

Review date: September 2025

## **Introduction**

We define behaviour management as the functioning of the school community through a system of relationships, rules, rewards and sanctions designed to progressively develop achievement and self-discipline within our pupils.

We expect outstanding behaviour and attitudes.

This policy should be read in conjunction with:

- The Anti-Bullying Policy
- Keeping Children Safe in School Policy
- Safeguarding and Child Protection Policy
- Restrictive Physical Intervention Policy
- Equality Policy
- Home School Agreement
- Staff Code of Conduct

## **Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

## **Aims**

These are directly relevant to achieving the aims of the school and in turn are incorporated into the formal and informal curriculum, implemented via our 'House Point Team System'.

At Belmont Cheveley Park Primary School we aim to:

- Provide a safe, calm, caring atmosphere where learning can take place.
- Allow pupils to develop and demonstrate positive abilities and attitudes.
- Teach pupils self-control and to subsequently take responsibility and be accountable for their actions.

- Ensure consistency, fairness and clear expectations in our dealing with each other, within an atmosphere of mutual respect.
- Ensure commitment to the policy from all members of the school community.

## **Entitlement**

Our pupils have the right to:

- Be educated within a secure and caring environment
- Be shown respect and to have their opinions valued
- Rules, rewards and consequences which are fairly and consistently formulated and applied

## **Rationale**

We endeavour to make the climate of our school a positive one based on firm insistence on high standards of behaviour at all times. It is important that the appearance of the school premises and the attitudes and management styles of our staff are seen by the pupils to reflect a sense of collective responsibility and purpose. The school provides a welcoming and caring atmosphere. We intend to ensure that the curriculum is well planned with high standards of teaching and learning which offer stimulating and suitable differentiated programmes of study to cover the full ability range of our children. Our pupils are challenged and expected to use their initiative and accept responsibility.

Our staff accept that discipline and behaviour are affected by the quality of teaching and learning as well as by teachers' expectations. We also recognise that the physical environment of the school plays an important part in behaviour and are making attempts to involve the children in improving the school building and grounds so as to establish a sense of pride and ownership.

We believe the issue of behaviour management depends essentially upon the quality of relationships. We find that where teachers treat each other and their pupils with courtesy, respect their ideas, value their individuality and listen carefully to what they have to say, then pupils are more likely to respect their teachers, to behave sensibly and considerately themselves and are also more ready to respond positively.

Our school encourages links with parents. Parental support is expected to be of a high standard due to the level of communication and involvement which we attempt to maintain with them. The school also appreciates the support of other agencies such as the EWEL team, the SEND team, Early Help etc. We co-operate with them on a regular basis and receive invaluable help from them in our attempts to serve our pupils.

Staff are encouraged to recognise and reward good behaviour with praise and privileges. These vary according to the age and ability of the pupils. Punishments must be defensible and applied with flexibility, distinguishing between minor and more serious misdemeanours. Sanctions must be fairly and consistently applied. Incidents of misbehaviour are recorded by the staff using CPOMS. Any 'serious' incidents may refer to an exclusion or any incident with police involvement.

We make a determined effort to keep a balance between rewards and sanctions. We recognise that an atmosphere of praise and encouragement is even more important for less well-behaved pupils – but it is essential for all. We actively aim to identify, encourage and reward examples of achievement and, where pupils demonstrate our school's Curriculum Drivers. We do this through our house point system and weekly assembly where achievement – both inside and outside of school – is recognised and rewarded.

In our school, each class teacher has the autonomy to adopt a class reward system which they feel suits the needs of the children. The purpose of this particular reward system is to recognise collective responsibility as a class and how important teamwork is.

There is an established framework of general routines to which ALL staff and pupils should subscribe in addition to well-defined boundaries of behaviour understood by both staff and pupils.

There are specific aspects of behaviour management which require detailed information.

These are:

#### **a) Screening and searching pupils**

The Headteacher (Mrs Goodwin) and nominated senior staff (Mrs Rudd, Mrs Wright, Mrs Milborrow and Mrs Errington-Pace) are authorised to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items, as specified in the DfE guidance, are:

- knives or weapons
- alcohol
- mobile phones
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

If a member of staff suspects that a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

Any search, without consent, would be undertaken by an authorised member of staff who is the same sex as the child. Another member of staff of the same sex would, wherever possible, be present as a witness.

We appreciate that this may be a concern for children and parents but we would not expect a pupil to be screened or searched unless there were exceptional circumstances. We would always have regard to the legal guidance as well as the needs of the child and wider school community.

#### **b. The power to use reasonable force or make other physical contact;**

The school has a detailed separate physical intervention policy. This provides clear information about the circumstances in which force might be used, what to do during and importantly, after, the incident. For certain exceptional incidents, trained members of staff may need to use Team Teach techniques.

In brief, members of staff are permitted to use reasonable force or make other physical contact in the following circumstances:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- To restrain a pupil at risk of harming themselves through physical outbursts.

### **c. The power to discipline beyond the school gate;**

The school has the interest of children at heart, when they are on and off school premises. As such, the school reserves the right to use its power to discipline beyond the school gate. This could include:

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- misbehaving at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school (including the use of social media outside of school hours) or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school

We expect our pupils to display exemplary behaviour whilst out representing our school. We also expect that whilst pupils are arriving and leaving school they behave well. Senior Teachers will report any incidents of unacceptable/inappropriate behaviour to parents/carers.

### **d. Pastoral care for school staff accused of misconduct;**

The school follows clear procedures, linked to the Keeping Children Safe in School Policy (Safeguarding and Child Protection). This policy has been created in line with Durham Local Safeguarding Children's Board procedures and is detailed on our school website.

### **e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.**

Again, this is detailed fully in the Keeping Children Safe in School Policy (Safeguarding and Child Protection). Multi agency referrals and resultant assessments are important in assuring that children's wider needs are recognised and met – ensuring that the behaviour itself is not seen as an isolated issue within a child's life. The 'Durham Staircase Model' is the primary assessment tool.

The SEND arrangements for children with social, emotional and mental health needs links to this holistic view of a child. Children who may display challenging behaviours may also have SEMH needs which impact negatively upon their school behaviours and attitudes.

Again, a full understanding of these needs is required in order to support the child, staff and family in achieving better outcomes for children. This may include external assessments, such as CAHMS, educational psychology service, the Behaviour panel recommendations or Learning Support Service.

#### **f. The role of parents**

The school works collaboratively with parents, so children receive consistent messages about behaviour. We explain the school values in the prospectus and expect parents to support them. Our Home-School Agreement is vital to support children's learning and behaviour. Parents are asked to sign the Home-School Agreement that sets out the commitments from all sides.

#### **Monitoring and Evaluation**

The Headteacher reports on pastoral issues including behaviour to the governing body 3 times a year. Carol Gater, Vice Chair of Governors, meets regularly with the head teacher to discuss issues in relation to behaviour.

Staff discuss the behaviour policy and its implementation to ensure consistency throughout the school at least annually – and on induction for any staff involved in its implementation.

#### **Record Keeping**

The school keeps records of behaviour incidents and sanctions in order to inform individual and strategic monitoring of behaviour and the school improvement plan.

Serious incidents are logged on CPOMS:

- Violent and Aggressive Incidents
- Bullying Incidents
- Prejudice Related Incidents
- Restrictive Physical Intervention Records (Team Teach reports)
- Online safety and behaviour concerns

# Day to Day Behaviour Management Procedures and Expectations for all staff and pupils

## SCHOOL RULES

We have three very simple school rules that are applicable to every aspect of school life;

1. Care for everyone and everything
2. Show respect
3. Follow instructions first time

## CODE OF CONDUCT

Our Code of Conduct is relevant to every person in our school community – children, staff, parents, helpers, governors, visitors.

### To ensure the safety of all we:

- Walk around the building sensibly and quietly
- Enter and leave rooms, halls and the building, in a sensible, calm manner
- Take responsibility for the attractiveness of our building
- Take responsibility for our own and for our school property
- Listen to and follow instructions carefully

### To ensure a happy atmosphere in school we:

- Understand the need to take responsibility for our own actions
- Do not interfere with other pupils' activities or work
- Do not retaliate in a physical way to any wrong-doing, but immediately, report it to an adult
- Are helpful, polite and courteous to others
- Give particular care to anyone who is hurt or upset
- Never knowingly upset or hurt anyone
- Show particular care to anyone new in school
- Always tell an adult if anyone is behaving dangerously, unkindly or thoughtlessly

### To help achieve maximum potential in school we:

- Listen carefully, being quiet and respectful
- Attempt all tasks with enthusiasm, with the knowledge that mistakes are a way of learning
- Ask for adult help if we do not understand
- Learn to work individually, co-operatively in pairs, in a group or as a class
- Learn to be responsible for organising and managing aspects of our work, resources, classroom and school.

## REWARDS

- Verbal praise
- Written praise
- Stickers
- Team points
- Star of the Week
- Sent to another member of staff
- Sent to Headteacher
- Letters / notes / texts home
- Lunchtime awards

## SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to.

We have only 3 rules in school and we expect all pupils to adhere to them. If a child breaks a rule, usual strategies will follow - polite requests, warnings, repositioning, separating and positive praise.

If they continue to break a rule or break another rule, they will be given a red card. They will immediately lose 15 minutes of their next playtime or lunchtime. This will be supervised by an adult on duty next to the Hut on the yard. The incident will be recorded on the CPOMS system by the adult who gave the sanction.

If it is a wet playtime, children will have 15 minutes time out in their class.

Once the sanction has been completed the child will be given a new chance.

There may be some occasions where the above sanctions procedure does not fully address some more persistent behaviour. Following discussions with teaching staff and parents, behaviour plans may be introduced at this stage. These will be short term and will have a positive impact.

### Fixed Term Exclusions:

Wherever possible, the school avoids the use of Fixed Term exclusions, and has an excellent record in managing behaviour without this sanction. However, the school reserves the right, in exceptional circumstances, to use fixed term or permanent exclusion for an offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;



Carrying an offensive weapon;

Serious deliberate damage to school property.

### **Behaviour Tracking**

Each incident involving the issue of a red card will be recorded on the CPOMS system by the adult who gave the sanction. Staff members, following a discussion with the headteacher, will decide whether the behaviour incident requires a conversation with parents.

All behaviour incidents will be recorded on CPOMS - categorised as either 'behaviour general' or 'behaviour red card'.

The leadership team will use CPOMS to track patterns in behaviour and some children may then be moved on to a personalised behaviour or emotional plan in consultation with them and their parents.

Incidents of aggression or intention to harm automatically mean that a child will be issued a red card – resulting in a missed playtime, recorded on CPOMS and their parents informed.