



BEHAVIOUR POLICY

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v1.1	Policy Review Committee	Include version control and new format. Review and query of content for accuracy and consistency.
v1.2	CPS	Amends and updates following initial review.
v1.3	Policy Review Committee	Accepted changes and second review
v2.0	Policy Review Committee	Approved version

Inspiring children to care, learn and achieve

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Introduction

It is the primary aim of the School to promote high standards of teaching and learning so that each individual pupil can achieve their potential before moving on to the next phase of education. This can only be achieved in an environment that promotes and values good behaviour and has a low tolerance of poor behaviour.

It is one of the main aims of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The School expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

The School rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

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Roles and Responsibilities

The Role of the Governors

The Governors are responsible for:

- Setting the standards of discipline and behaviour within this policy and reviewing their effectiveness in the School.
- Support the Headteacher to ensure this policy is implemented.
- Providing support and advice to the Headteacher about disciplinary issues.
- Monitoring compliance with this policy through regular reports from the Headteacher.

The Role of the Headteacher

The Headteacher is responsible for:

- Setting the standards of behaviour within the School and ensuring this policy is consistently implemented throughout the School.
- Supporting school staff with the implementation of this policy.
- Rewarding good behaviour.
- Monitoring the standards of behaviour and ensuring compliance with this policy.
- Providing regular reports to the Governors about the effectiveness of this policy and to provide them with oversight of pupil behaviour standards.
- policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the School.
- Ensuring records of misbehaviour are monitored and maintained.
- Responsible for applying fixed-term exclusions, where appropriate, to pupils responsible for serious incidents of misbehaviour.
- Notifying and considering the advice of the Governors when making decisions about matters of behaviour. Particularly permanent exclusions following repeated or very serious acts of anti-social behaviour (see Exclusions Policy).

The Role of the Teacher and TAs

The Teachers and the Teaching Assistants are responsible for:

- Ensure that the school rules and classroom code are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- Rewarding good behaviour.
- Managing disruptive or inappropriate behaviour from pupils who knowingly break the school or classroom rules to minimise incidents which hinder the learning of others.
- Maintaining high expectations of behaviour standards from the Pupils to ensure that all children can work to the best of their ability, make the most of their learning experience and make good progress.
- Treating all children fairly, with respect and understanding.
- Reporting concerns about the behaviour or welfare of a child to its Parents/Carers.
- Ensure appropriate records of misbehaviour are maintained to enable standards to be monitored.

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The Role of the Midday Assistant (MDA)

MDAs are responsible for

- Enforcing the school rules in the playground at lunchtime ensuring that children behave in a responsible manner.
- Rewarding good behaviour.
- Maintaining appropriate records of incidents of misbehaviour.

The Role of the Pupils

Pupils are responsible for:

- Being aware and following the school rules.
- Listening carefully to instructions to ensure they are behaving in the way they are expected to.
- Try their best in all activities they take part in.

The Role of the Parents/Carers

Parents/Carers are responsible for:

- Cooperating with the School to build a supportive dialogue and provide consistent messages to children about how to behave at home and at school.
- Making themselves aware of the School's required standards of behaviour.
- Supporting the actions of the school where it has had to use reasonable sanctions to punish their child for misbehaviour.
- Reporting incidents of misbehaviour or breaches of School Rules, that the School may not be aware of, to the School.
- Reporting any concerns about the way that their child has been treated to the Teacher. If these concerns are not resolved satisfactorily, follow the complaints procedure laid out in the Complaints Policy.

School Rules

Golden Rules

The school's Golden Rules were formulated in consultation with the staff and pupils. The wording of these rules was produced by the School Council. The Golden Rules are a general set of rules that apply throughout all areas of the school.

1. We are kind and considerate.
2. We look after our own and others' property.
3. We move calmly around the school.
4. We follow instructions.
5. We are polite at all times.
6. We always do our best in class.

Golden Rules are also supplemented by more specific:

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Golden Rules for the Dining Hall

1. We enter, leave and move around the hall calmly and quietly.
2. We respect and listen to the grown-ups/ table leaders on duty.
3. We are polite and well-mannered to the kitchen staff.
4. We talk quietly at our tables.
5. We eat our food sensibly.
6. We follow instructions.

Golden Rules for the Playground

1. We play co-operatively and look after each other.
2. We respect and listen to grown-ups on duty.
3. We let other children get on with their own games.
4. We respect the playground equipment and use it as designed.
5. We speak respectfully to one another.
6. When we hear the bell or whistle we stand still in silence and wait for instructions.
7. We use the toilets properly.
8. We come back into school calmly and in an orderly way.
9. We do not enter the school at break-time without permission.

School rules are discussed with each class at the beginning of each school year and throughout the year as required. They are discussed in class, in assemblies and communicated readily by all staff.

This means every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class as and when it is appropriate.

Rewards and sanctions

Praise and Reward

Children should be praised and rewarded for good behaviour. This can happen in a variety of ways:

- Staff should praise children for good behaviour. Praise is the most valuable strategy in promoting good behaviour.
- Acknowledging good work and behaviour by issuing Dojo Points which can be redeemed into prizes or benefits at the end of terms.
- Acknowledgement and reward with stickers and stamps.
- Each week 2 children from each class in KS2 will be nominated to receive a Values Award for their good work or behaviour reflecting our values in our values Assembly.
- Providing the opportunity for pupils to demonstrate their best work through show and tell events and stay and play.
- Acknowledge all the efforts and achievements of children, both in and out of school by encouraging KS1 and KS2 pupils to share their 'out of school' achievements during class Show and Tell or Values Assembly.

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Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. Sanctions are appropriate to each individual situation. For example:

- If a pupil does not listen carefully to instructions in lessons, they may be moved nearer the teacher or to sit on their own.
- If a pupil does not try their best in an activity, they may be asked to redo it.
- If a pupil's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the pupil from taking part for the rest of that session.

The School has a process and sanctions in place for managing persistent misbehaviour in the classroom:

- **STAGE 1:** A Verbal Warning is given to pupils who are not adhering to the school or classroom rules. They are reminded of these rules.
- **STAGE 2:** If a child continues to break school / classroom rules their name is recorded on a display or board (displays differ in each classroom).
- **STAGE 3:** If a child continues to misbehave 5 minutes of playtime may be removed/lost.
- **STAGE 4:** Continued misbehaviour will result in the pupil being removed from the class and being sent to the Headteacher for a 'Time Out' session. The Headteacher will speak to the child and may increase sanctions through break time or calling parents/carers.

The above stages of consequences relate to one day. At the end of every day, the names and ticks are removed to start afresh.

In KS1 a further verbal warning may be given after stage 1 (see above) to ensure younger children understand the consequences of further inappropriate behaviour. EYFS are excluded from using this system. A similar but more informal system is used in the Nursery and Reception class at the discretion of the class teachers.

In serious cases of misbehaviour (aggressive or violent, deliberate damage being done to property etc) staff can progress to Stage 4/5 straight away. In such cases, the Headteacher will investigate the incident to see if the School's Exclusion Policy needs to be acted upon.

If any incidents of bad behaviour occur at break or lunchtimes the below stages are followed:

- **STAGE 1:** A verbal warning is given to pupils who are not adhering to the school or playground rules. They are reminded of these rules.
- **STAGE 2:** If a child continues to break school/playground rules the child will be asked to spend 5 minutes in a 'Time Out' area. The child's name is recorded in the MDA's note book.
- **STAGE 3:** If, after the 'Time Out' period the child continues to break school/playground rules the child will be sent in to report to a senior member of the teaching staff and spend time near the school office.
- The MDA should briefly pass on information on lunchtime incidents to the child's Teacher at the end of break-time.

In serious cases of misbehaviour (aggressive or violent, deliberate damage being done to property etc) staff can progress to Stage 3 straight away. In such cases, the Headteacher will investigate the incident to see if the School's Exclusion Policy needs to be acted upon.

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Serious Incidents of Misbehaviour

Certain types of behaviour will not be tolerated at Cloverlea. These include racial harassment of any kind (See Equality Policy), bullying (see Bullying Policy), violent or aggressive behaviour towards other children, staff or school property.

The Governors have formed a Disciplinary sub-committee to discuss major concerns and exclusions. Exclusions will only be used as a last resort and will follow national, LEA and school guidelines (See Exclusions Policy).

Bullying

The School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see Anti- Bullying Policy and ICT – Acceptable Use Policy).

At Cloverlea, we try to create an atmosphere where pupils feel that they can report incidents where they will be listened to and supported.

Consultation

Parents/Carers views on behaviour at the School are sought on an annual basis through the annual parental questionnaire.

The School Council, made up of representatives from the junior classes regularly meets with a senior teacher to discuss school issues. Standards of discipline and strategies for improving behaviour are discussed and evaluated.

Behaviour and discipline are areas which are regularly reviewed and discussed at staff meetings.

Special Needs and Equal Opportunities

All pupils are treated, and should treat others with equal value and as individuals. We provide equal access to all parts of the curriculum and school life as well as attempting to reflect the range of backgrounds, lifestyles and cultures that we have in our school. At Cloverlea, we celebrate this diversity and ensure all our pupils treat and are treated with respect and dignity.