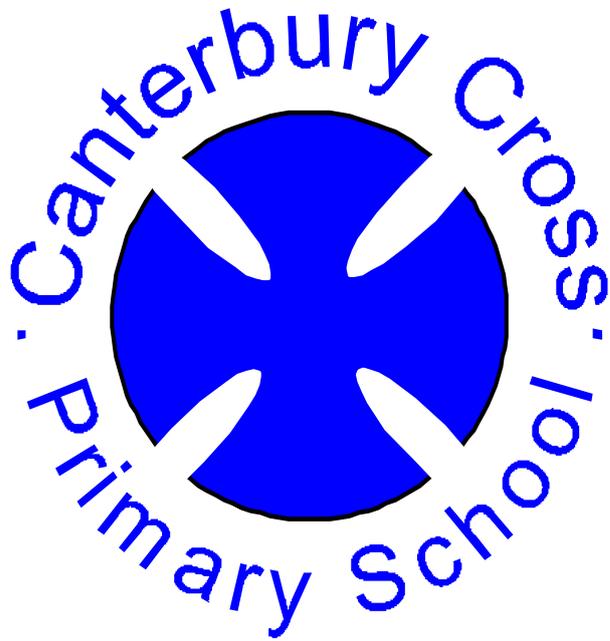


CANTERBURY CROSS PRIMARY (NC) SCHOOL

Headteacher: Mr Khalid Din BA (Hons)



Where bright futures begin...

Behaviour, Discipline and Exclusion Policy

BEHAVIOUR AND DISCIPLINE POLICY

It should be read in conjunction with:-

Anti-bullying
Safeguarding Policy

This policy for behaviour and discipline outlines:-

School rules
Aims and Expectations
Rewards
Hierarchy of Sanctions
Sanctions that are not appropriate
Sanctions for playtime
Staff roles

AIMS AND EXPECTATIONS

- We believe that social interaction based on mutual respect is a fundamental basis for an optimal educational environment. The school behaviour policy is therefore designed to support the way in which all members of the school can live, work and learn together in a supportive way within an environment where everyone feels happy, safe and secure.
- The primary aim of our behaviour and discipline policy is to develop desirable behaviour, self-discipline and to promote the aims of the school. Our policy is designed to promote good behaviour and to deter anti-social behaviour.
- 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.
- We recognise that problems of behaviour in school are usually the product of the complex interaction between the individual, school, family, community and wider society, and all behaviour is a communication.
- We will put in place measures to support the development of positive behaviour.
- To refer children to the Wellbeing Co-ordinator, as soon as an issue that cannot be dealt with by class teacher or it is deemed that the child requires mentoring.
- As a Rights Respecting School, children are taught about their own rights as set out as articles in the United Nations Convention on the Rights of the Child (UNCRC). As such, children are taught to respect the rights of every other child in the school and this underpins our behaviour policy.

- Each class has a class charter, which directly relates to the Rights of the Child, and has been agreed to by all members of the class. Therefore, the children have agreed to respect the articles identified in the charter.

THE LEARNING ENVIRONMENT

The learning environment is a key factor that can contribute significantly to encourage positive behaviour. Therefore, the first focus for intervention and change should be the environment and not the child. If staff are experiencing behavioural difficulties with a child or group of children, then they are invited to discuss this with the behaviour coordinator. An environmental checklist will be used to audit the class and school environment, to address areas for improvement and to adopt a plan of action. This is the first level in the Framework for Intervention.

SANCTIONS

In the event of unacceptable behaviour, the following hierarchy of sanctions should be implemented. All staff and children need to be fully aware of which sanctions can and cannot be used.

Hierarchy of Sanctions

Verbal warning

5 minutes isolation in class

15 minutes isolation in year group partner's class.
(Behaviour log filled in using the Equalities book)

Sent to Phase Leader with work to complete for the remainder of the session. Letter 1 sent by the phase leader. Parent and class teacher meeting supported by Phase leader. Decision made as to Head teacher involvement.

Child sent to Deputy Head Teacher. Letter 2 sent by Deputy Head. Parent meeting supported by Deputy Head and Class Teacher. Individual Behaviour Book discussed and established if relevant. Decision made as to Head Teacher involvement.

Letter 3 sent by Head Teacher. Parent meeting supported by Deputy Head and Class Teacher. Decision made as to further involvement of other agencies, exclusion, etc.

FRAMEWORK FOR INTERVENTION:

STAGE 1: Environmental checklist - Behaviour Environment Plan

STAGE 2: Discuss with Deputy Heads. Individual children - Individual Plan.

STAGE 3: Consult with outside agencies: Behaviour Support Services (telephone advice only) and Educational Psychologists.

MANAGING CLASSROOM BEHAVIOUR:

Discipline should be achieved wherever possible by a positive attitude between teacher and child: rewards for good behaviour should be immediate and relevant. All children are expected to complete work set by their teacher/TA (for interventions/IEPs). This work will be appropriate to the child, and differentiated to their needs.

VERBAL PRAISE:

Children should receive positive praise for good effort, good work and good behaviour. If it is appropriate, the child can be sent to other classes and senior teachers for praise.

CRISP POINTS:

All staff can award points under 5 categories, both positive reward points and sanction points.

C- Conduct

R - Respect

I - Independence

S - Selflessness

P - Perseverance

A child will be chosen each week and presented with a Good to be Green badge in Celebration Assembly.

Points will be reviewed each half term and the winner of the most points will be rewarded with Afternoon Tea with a member of the SLT.

REWARD STICKER CARDS:

Stickers are given to children for good work, effort and behaviour. When a child completes the reward card, he/she takes the card to the head teacher and a new merit card with the first sticker is given to the child. Parents will be invited to the following Friday's assembly where they will be presented with an award.

Card 1 both sides- Canterbury Cross Super Star Buggly Pen

Card 2 both sides - Canterbury Cross Super Star Pencil Crayons

Card 3 both sides - Bronze Award Star

Card 4 both sides - Silver Award Star

Cards 5 - 9 both sides - Gold Award Star

Cards 10 + - Platinum Sparkle Star

Stickers can be given by any adult or prefect, when extra special achievements are noted. Some children may require a sticker for their card and their jumpers.

HEAD TEACHER'S REWARDS:

If a child has completed a good piece of work, or worked very hard, then the class teacher can send them to the Head Teacher or Deputy Head Teachers for a special sticker during the last 15 minutes of the day.

SCHOOL RULES:

The school rules have been established with school council and staff consultation. They have been written to cover all major behavioural areas:

Assembly

Playground

Movement through building

Dinner Hall

Class Charters: These will be written by the class at the beginning of each academic year. They will be signed by everyone in the class, including teachers and TA's and will be prominently displayed in the classroom.

BEHAVIOUR AND ANTI-PREJUDICE BOOK:

Every class has an "Anti-prejudice and Behaviour" book which needs to be completed by any adult working within the class. Any behaviour incidents that have meant the child has been sent to the year group partner's class will be recorded in this book. The behaviour book will be monitored weekly by the SLT. Children who appear frequently within the book have their behaviour discussed with them and strategies on how to correct behaviour is shared. Extreme behaviour will be dealt with under the hierarchy of sanctions. Any children who contravene the equality principles of the Equality Act 2000 (Race, gender, reassignment, disability, Religion/Belief, sex, sexual orientation) will be sent to SLT who will deal with as a matter of urgency.

INDIVIDUAL BEHAVIOUR BOOKS:

Where a child is struggling to maintain their behaviour an individual behaviour book may be implemented. This will require the child having each session of the day graded against individual targets. They will have to see a member of the SLT at the end of every day to discuss their behaviour and parents will be required to sign the book each day, so that they are aware of their child's progress. In most cases these books are linked to a child's individual behaviour plan. (IBP)

Sanctions that should not be included:

- Removing stars from reward cards.
- Removing children from any lessons ie PE, Swimming, unless the incident has happened in that lesson. SLT must be consulted, and in these instances a letter will be sent home to explain why the child has been withdrawn.
- Standing children outside a classroom door.
- Leaving children unattended in the hall.
- Keeping the whole class inside at break/lunch times.

In some cases, the nature of the incident might be severe, in which case, the child should be sent straight to the Head Teacher, Deputy Head Teachers or if they are not available to SLT.

Incidents include:

- Physical violence
- Theft
- Persistent bullying
- Vandalism to school property or that of peers and staff
- Inappropriate behaviour while on a school trip
- Verbal abuse
- Racial abuse
- When all else has failed in the lower hierarchy

REWARDS FOR USE BY DINNER SUPERVISORS:

- Stickers and **CRISP** points for good behaviour and following school rules.
- Recognising that each lunchtime is a new beginning.
- Any minor incidents to be sorted by lunchtime supervisors
- Any serious incidents to be reported to Senior Teachers on duty
- Any major issues as previously outlines must be reported to the SLT.

HEAD BOY/HEAD GIRL/ DEPUTY HEAD BOY/ DEPUTY HEAD GIRL/ HOUSE CAPTAINS AND PREFECTS:

Children who are elected for these posts will show a good example of behaviour and a positive attitude to the rest of the school. The role will be explained to the children at the beginning of each term. Prefect roles and responsibilities will be displayed in Y6 classes and around the school.

SCHOOL COUNCIL/RRSA STEERING GROUP REPRESENTATIVES:

These children will be expected to show a positive attitude and good behaviour to the rest of the school, their classes and within school council/the RRSA Steering Group.

STAFF ROLES:

All staff need to work together as a team to implement and reinforce the guidelines for the management of behaviour throughout the school, in order for it to be effective and successful.

- All adults in our school have high expectations of the children in terms of behaviour and take an active role in promoting this at all times.
- The class teacher treats each child fairly and enforces the school/class rules consistently. The teacher treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents themselves. However, if misbehaviour continues, the class teacher seeks help and advice following the hierarchy of sanctions.
- Teachers to support children in making the right choices.
- Teachers to refer children to the Wellbeing Co-ordinator, when more long term support is required.
- The school works closely with external agencies to support those children whose needs are greater than can be addressed through the school system alone.

We recognise the importance of the classroom environment, in its widest sense, in promoting positive behaviour. The behaviour environment audit will be used to support teachers in evaluating the class behaviour. It is the class teacher's responsibility to:

- Ensure that the class charter is displayed clearly.
- Ensure that work set is matched to the child's ability and that different needs are acknowledged.
- Organise classrooms effectively and to make the classroom tidy and stimulating.
- Allow children to take ownership of the environment and to give the children responsibility
- Discuss rewards and punishment with the children and to be consistent.
- Challenge their own perceptions of children and their own actions in managing behaviour.
- Use behaviour record log to monitor behaviour.

BEHAVIOUR CO-ORDINATORS - SLT

- To support meetings with parents in regards to behaviour.
- To support all staff with the implementing of the school's behaviour policy.
- To liaise with outside agencies where applicable.
- To offer support to children, parents and the Wellbeing Co-ordinator.
- To keep a central log of names of children who are on an individual behaviour card.
- To be available at lunchtime to support supervisors.
- Create IBPs.

THE ROLE OF THE HEADTEACHER

- It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to the named trustee on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children and staff in the school.

- The head teacher will support teachers to cope with and to solve the problems of behaviour in their classes.
- The head teacher keeps records of all reported incidents of behaviour including details of any action taken.
- The head teacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. **For very serious acts of physical or anti social behaviour, the head teacher may permanently exclude a child.**
- **In exceptional circumstances, where a child poses serious risk of injury to children and staff, the Head Teacher may refer the matter to the Board of Trustees and pursue immediate permanent exclusion after the first event.**

THE ROLE OF PARENTS

The involvement of parents in school life can help break down barriers and negative attitudes towards learning. A positive relationship between teachers and parents can influence how a child perceives the teachers and the school's authority. Parental responsibility can be seen as extending beyond the individual child and should involve supporting a positive school ethos and accepting that school is the appropriate educational environment.

- The school works collaboratively with parents, so children receive consistent messages about how to behave at school and at home, through SLT and the home-school link support worker.
- We explain the school rules in the school prospectus and in the home school agreement.
- We expect parents to support their child's learning, and to co-operate with the school as set out in the home school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have any concerns about their child's welfare or behaviour and ask parents to inform school of the same.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. We ask the parents of the children who are on individual behaviour books to sign their books daily. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeals process can be implemented, following the school's complaints procedure.
- **All parents are expected to behave in manner which is respectful. Any acts of threatening or aggressive behaviour towards staff or other children will be reported immediately to the Head Teacher, and where necessary the police.**

THE ROLE OF THE TRUSTEES

- The Trustees have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The trustees support the head teacher in carrying out these guidelines.

- The Board of Trustees will convene a Pupil Discipline Committee to hear appeals against exclusions.
- The head teacher has the day to day authority to implement the school behaviour and discipline policy, but the trustees may give advice to the head teacher about particular disciplinary issues.