

Behaviour (and conduct) Policy

Title:	Behaviour (and Conduct) Policy
Authors	Staff, children and governors
Date:	September 2021
Status:	Approved 15.09.2021
Audience:	Public
Review Date:	September 2023
Teacher Responsible:	Rebecca Slater, Headteacher
Governor Responsible:	Nicki Clapton, Chair of Governors

We have added conduct to our Behaviour (Conduct) Policy heading to indicate that we have discussed the distinction between *behaviour* and *conduct*.

We discussed the fact that *Behaviour* concerns itself only with the visible. We can be made to behave by others (while they are present at least). This means that our behaviour cannot be guaranteed to reflect our personal ideas, thoughts, beliefs and character, and may not be found continuously in our activities, but may have a haphazard and also thoughtless quality about it. Hansen (Hansen, 2001)* suggests that it can be mechanistic.

Conduct comprises the characteristic unity, pattern and continuity (even integrity) in the doings of a person. Conduct reveals or expresses in action our character (our thoughts, beliefs, ideas, aims and intentions). In sharp contrast to behaviour, conduct is unique to that person.

*Hansen, D. N (2001) *Exploring the Moral Heart of Teaching: Towards a Teacher's Creed*. New York: Teachers College Press.

Cranham Church of England (VA) Primary School,
Cranham, Gloucestershire, GL4 8HS

01452 812660

www.cranhamcofeschool.com

Facebook: [/CranhamSchool](https://www.facebook.com/CranhamSchool)

Contents

Introduction	3
Aims	3
Intent	3
Children will:	3
Adults working within school will:	3
Parents will:	4
The children's vision for behaviour	4
Response to Good Behaviour.....	4
Verbal praise and positive comments:.....	4
Value Owls and Dojo Points:.....	4
Responses to Inappropriate Behaviour	5
Peer on Peer abuse.....	6
Peer Mediators.....	6
The school's response to serious incidents	7
SEND	7
The Golden Rule	8
Appendix 1 – Glossary of relevant terms	9
Appendix 2 : Advice for parents in the case of an exclusion from school.....	10

Introduction

The Behaviour Policy in Cranham Church of England Primary School is informed by Christian Values which underpin every aspect of the School Community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to a behaviour policy in a church school are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:

"So, in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."

Widely known as '**The Golden Rule**', this teaching replaces a set of school rules.

Aims

The Behaviour Policy aims to:

- Foster a **positive** and **compassionate** environment in which all children can flourish and reach their full potential.
- Develop relationships based on **respect, generosity, integrity** and **trust** between all members of the school community, including parents and members of the Governing Body.
- Raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Values Champion' (i.e. have demonstrated values in practical ways).
- Ensure that there is clarity about the procedures and sanctions agreed by all stakeholders.
- Give children the confidence that issues relating to behaviour will be referred back to **The Golden Rule** and the school's Christian values.
- Link effectively with the Safeguarding policy in ensuring a safe learning environment for everyone throughout the school day.

Intent

As a direct consequence of the Behaviour Policy:

Children will:

- Build strong relationships
- Experience what it means to live as a member of an **open, generous** and **forgiving** community
- Benefit from a calm and secure learning environment
- Be fully involved in regular reviews of the Behaviour Policy (through School Council etc)

Adults working within school will:

- Model forgiveness and the possibility of restoration and a new beginning in their relationships both with adults and children
- Be able to convey clearly and with confidence expectations of behaviour
- Benefit from a calm and secure environment in which to teach effectively
- Build positive relationships with parents and the whole school community

- Develop personally and professionally

Parents will:

- Be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- Feel confident that all the decisions regarding behaviour are just, unbiased, and informed by The Golden Rule and the school's values
- Be confident that their child is developing personally, socially and academically
- Be offered opportunities to explore further the school's values at home; for example through online noticeboards, and the newsletter
- Feel welcome in school to discuss their child's progress in a positive atmosphere

The children's vision for behaviour

The School Council met with Mrs Slater to discuss Behaviour at Cranham. Together they came up with the following vision:

We show courage:
standing up for each
other and owning up
to our mistakes and
saying sorry.

We show compassion:
helping others and
looking for ways to
be kind.

We are a community:
respecting each other
and allowing everyone
to learn.

Response to Good Behaviour

Verbal praise and positive comments:

Praise and positive comments will be given readily. Class and supply teachers, lunchtime supervisors and support teachers will be encouraged to comment on good behaviour using the 'values language' in order that children understand the value, e.g. compassion, looks like in practice.

Value Owls and Dojo Points:

Value owls: Value owls are awarded to children demonstrating the school values. These children can be nominated by any member of staff, parents and or other children. Children who receive values awards are celebrated in celebration worship and they take home a Values pebble.

Dojo points: these are awarded for behaviour as well as effort and successes across the curriculum. Children receive individual rewards for reaching specified milestones each term (25, 50, 75 and 100). All children belong to one of 4 school families: Badgers, Foxes; Hedgehogs and Squirrels. The individual points are added together to produce a family group total. The winning

family is celebrated once a week in a celebration Collective worship led by children. The children also work towards termly whole school rewards for achieving a target number of Dojo points.

Responses to Inappropriate Behaviour

When dealing with behaviour that falls below the expected standard throughout the school, adults will:

- Use The Golden Rule as the starting point to challenge the child on how he/she would have felt if he/she had been on the receiving end of the behaviour in question, and encourage the child to feel empathy
- Ensure that the child understands why his/her behaviour is not appropriate
- Seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrongdoing
- Establish the facts and reserve initial judgement
- Use punishments sparingly; a removal of privileges will be used as the principal sanction
- Remember that quiet, personal, explicit reprimands are preferable to general criticism of whole groups
- Provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable. As a Church of England school, we have a focus on putting right any harm we have done, and the importance of forgiveness and moving on.

When dealing with behaviour that falls below the expected standard within the classroom, teachers will:

- Deal with classroom problems, whenever possible, within the classroom
- Require unacceptable work to be repeated
- Expect a child to make up for wasted time during his/her free time; e.g. at break or dinner time
- Inform parents if equipment is deliberately damaged and invite them to replace it
- Use the 'Ask, tell, send and mend' approach:
 - **Ask:** Ask a child to behave, reminding him/her of appropriate behaviour;
 - **Tell:** Tell the child to behave appropriately e.g. I've asked you to sit quietly, now I'm telling you to sit quietly;
 - **Send:** If the child continues to misbehave, if appropriate he/she is sent to another area of the classroom for a 'Time Out' session. For our very youngest children in EYFS, the Send part might involve being sent to try another activity or to play elsewhere.
 - When the teacher has an opportunity he/she will speak to the child calmly about his/her behaviour. If inappropriate behaviour continues, the child will be sent to the Headteacher or a senior member of staff if the Headteacher is not available)
 - **Mend:** This part is about the adult and the child agreeing together how the child could make amends for any harm caused by their behaviour (e.g tidying up, an apology or completing learning tasks in their own time)

- The **Ask, tell send, mend** approach will also be followed at play and lunch times and in wrap-around care. All staff will use a consistent approach

Peer on Peer abuse

At Cranham C of E school we have a zero tolerance policy on peer on peer abuse, and we take steps to minimise the risk of this occurring. This includes exploring potential issues with the children through our PSHE programme, ensuring appropriate supervision throughout the school day and parent workshops on relevant topics. Should this type of abuse occur, staff should seek support from the DSL or the Deputy DSL's to deal with it. We understand that this abuse can take many forms including, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos;
- up-skirting (which is a criminal offence)
- initiation/hazing type violence and rituals

Incidents of Peer on Peer abuse are recorded on My Concern, and we set clear boundaries to prevent further incidents. The parents of all children involved are contacted, and we plan for review opportunities to ensure the issue does not re-occur.

The use of reasonable force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

In the unlikely event of action of this type being required at Cranham Primary school, it is to be carried out, if possible, by a member of staff who has been Team teach trained. Staff should inform another adult of their intention to use reasonable force in advance of the action, whenever this is practical, and remain in sight of another adult throughout the process. Parents will be informed if such action has been taken.

Please see the school's Physical intervention policy for further information.

Peer Mediators

Peer mediators follow the core principles of the golden rule. These children are selected and trained in September of each year, and wear a bib to allow others to identify them in the

playground. They take care to listen to both sides of a disagreement, they seek to avoid confrontation and demonstrate compassion through active listening.

The school's response to serious incidents

The school's approach to behaviour is focused on positive reinforcement, and relationship building to support emotional development. However, the school has a safeguarding responsibility to all its pupils, and we therefore need to react appropriately to incidents of serious mis-behaviour.

The following inappropriate behaviours are deemed to be more serious, and may result in an internal or external fixed term exclusion:

- Threatening or violent behaviour towards staff or pupils
- Serious incidents of bullying
- Sexualised behaviour
- Theft or deliberate damage to school property
- Swearing with intent to offend

In the case of an internal exclusion, the school will write to parents to inform them formally of this decision. The school also commits to providing support for pupils who have been given an internal exclusion, seeking external advice where necessary, to prevent further incidents.

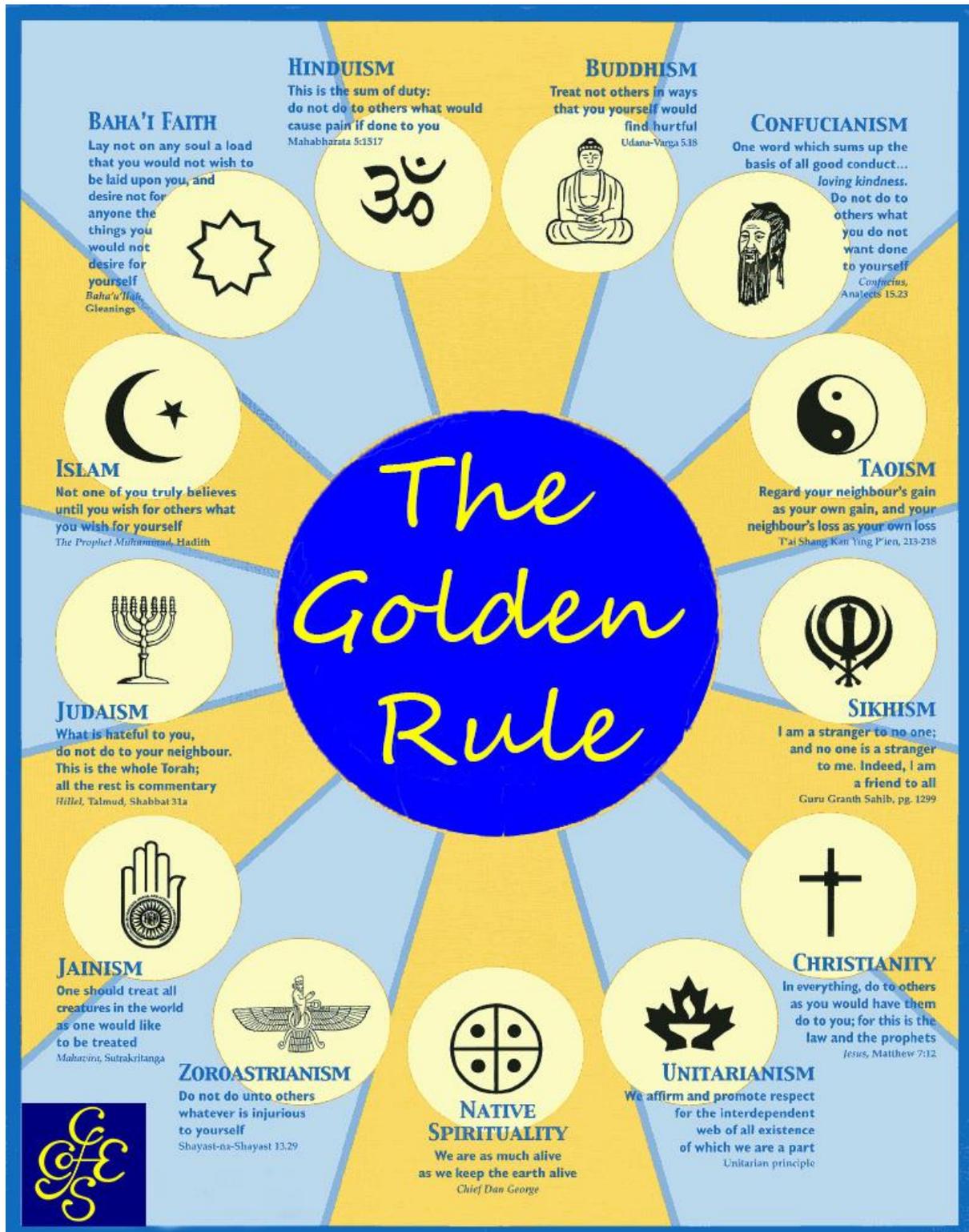
Fixed term exclusions and permanent exclusion will follow the formal procedure as agreed by the Governing Body in consultation with the Local authority:

[exclusions-guide-for-head-teachers-aug-2021-ht-1a.pdf \(gloucestershire.gov.uk\)](https://www.gloucestershire.gov.uk/exclusions-guide-for-head-teachers-aug-2021-ht-1a.pdf)

SEND

At Cranham school, we recognise that some children will need additional support to improve their behaviour and conduct, due to the conditions or additional needs that they have. We remain aspirational for these children, believing that this is the best way to ensure that they are as prepared as possible for their future. However, we make reasonable adjustments to our approach in the same way that we do with the curriculum. These adjustments should be agreed with the SENCo or the head teacher and outlined in their 'My Plan'. Steps will be taken to ensure that these adjustments do not affect the positive school experience of any other children.

The Golden Rule



Appendix 1 - Glossary of relevant terms

Internal exclusion

Schools can use internal exclusions, where a pupil is removed from their class for either a half or full day. Such exclusions are served on the school site and are not treated as an exclusion from school. Internal exclusion may be more appropriate in cases where a pupil is a Child in Care (CiC) who is subject to a Child Protection Plan, or for whom the head teacher believes formal exclusion might pose a safeguarding risk.

Fixed Term Exclusion

This is when a child is excluded from school for a short period of time. The research shows that between 1-3 days is usually sufficient. This has to be formally recorded using the Gloucestershire Local Authority documentation.

Permanent Exclusion

This is when a child is excluded from the school on a permanent basis, and an alternative school must be found for the child. This would only take place when all other options for addressing the child's poor behaviour have been explored: considerable support has been put in place, but has failed to have the required impact.

Managed Move

This is when schools and the Local Authority work together to find an alternative school place for a child who is at high risk of Permanent exclusion from their current school. It is designed to provide a fresh start and to be an alternative to the child having a Permanent exclusion on their record.

Appendix 2 : Advice for parents in the case of an exclusion from school

Where can I read more about exclusions?

Schools exclusions must follow the government guidance. For exclusion from maintained schools, academies and pupil referral units in England see:

www.education.gov.uk/schools/pupilsupport/behaviour/exclusion

What can I do if I have concerns about my child being excluded?

Talk to someone at the school such as a tutor or Head of Year. They will always discuss your concerns.

If your child has special educational needs, the school's Special Needs Coordinator (SENCO) can advise on additional support and ways to assess your child's needs drawing on the advice of outside agencies where appropriate.

The Education Inclusion Service provides advice on exclusion procedures, preventative measures and other relevant issues.

Telephone: 01452 427360

Email: schoolexclusions@gloucestershire.gov.uk

My child has been suspended from school for short periods and is at risk of permanent exclusion. Can this be prevented?

If the school has concerns about your child's behaviour they should try to identify whether there are any reasons behind this and intervene early in order to reduce the need for further exclusion. The school should consider an Early Help Assessment using the Graduated Pathway that goes beyond a child's educational needs. This might result in a Pastoral Support Plan or an individual behaviour plan, e.g. My Plan /My Plan+.

Other sources of help and information:

SENDIASS Gloucestershire is a free service offering information, advice and support to parents and carers of children with Special Educational Needs.

Webpage: www.sendiass.org.uk
Freephone: 0800158 3603 (except mobiles)
Telephone: 01452 389345

Coram Children's Legal Centre
Free legal advice and information for parents on education matters, including exclusions.

Telephone: 0300 3305485
Website: <https://childlawadvice.org.uk/>

ACE Education
Telephone: 0300 0115 142
Webpage: **Error! Hyperlink reference not valid.**

The National Autistic Society (Schools Exclusion Service (England))
Telephone: 0808 800 4002
Email: schoolexclusions@nas.org.uk
Website: <https://www.autism.org.uk/services/helplines/school-exclusions.aspx>

Independent Parental Special Education Advice
Webpage: www.ipsea.org.uk/

Youth Support Team
Supports children and young people aged 10-19 years old

Telephone: 01452 547540
Webpage: youthsupportteam.co.uk
Email: info.glos@prospets.co.uk