



Caldecote Primary School

Positive Behaviour Policy

July 2020

1. Our Values

- Happy
- Healthy
- High Achieving

2. Rationale

Caldecote Primary School recognises that positive behaviour and attitudes are a necessary pre-requisite to make the most of school experiences and aid success in learning. We define positive behaviour as conduct that assists the school in fulfilling its values (Section 1) and vision (Section 3).

Our policy is written with regard to the Equalities Act (2010) and our school Equal Opportunities and Race Equality Policy, Equality and Diversity Policy and SEND and Inclusion Policy.

3. Our Vision

Our vision for every pupil is that they

- reach their full potential and meets the high expectations set for them
- celebrate their successes with others
- feel happy and secure in their learning and play
- are enthusiastic, committed and engaged in all areas of school life
- strengthen their learning with healthy, balanced diets and activity
- work collaboratively as part of a wide community
- show respect, consideration and support for everyone and the environment

To enable pupils to achieve these aims, all staff are committed to:

- using different teaching and learning approaches which are inclusive of all
- nurturing confident and motivated learners
- creating a positive, supportive and engaging learning environment
- providing a range of experiences and challenges to develop skills and interests
- listening to our pupils and responding positively to their needs
- maintaining positive home / school partnerships

4. Our Approach

In the belief that our school should be a happy, calm and secure place for all, we pursue a positive approach to good behaviour and set out clear expectations of pupils and staff. We encourage pupils to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others. Intrinsic to this approach is the additional belief that parents, pupils and staff are all involved in a home/school partnership.

We are proud of the fact that many visitors to the school comment on the calm atmosphere that pervades.

5. Expectations

Our Pupil and Staff expectations are created collaboratively between pupils, staff, the school council, the Parent Forum and Governors. They are shared with all stakeholders.

5.1 Expectations of Pupils

Pupils must follow these expectations in the classroom, playground, during educational trips, visits and events and whilst they are on the way to and from school wearing Caldecote School Uniform when they are acting as representatives of the school. They are expected to show respect for the rights and needs of everybody in the school community, both adult and child. Good behaviour, politeness and good manners are insisted upon, especially when communicating with teaching staff; all support staff and other adults who may be in the school.

Behaviour

- Look at others when you or they are speaking
- Do not talk when others are trying to speak
- Always be polite to others and use your manners i.e. 'Please' and 'Thank you'
- Follow the playground and dining hall rules
- Walk around school quietly
- Sit appropriately on your chair i.e. no swinging, no knees upon tables, no sitting on desks
- Show respect and kindness to everyone and the environment
- Be responsible for your own belongings & do not touch things that belong to others
- Remember to go to the toilet at break times
- Tell an adult if you ever have a worry or concern

Books

- Be proud of all your workbooks (no doodles, best handwriting, neat crossing out, no rubbers, careful colouring, ruler for underlining)
- Set out work neatly on the left-hand side
- Always produce your best work
- Long date for English work, short date for rest & Key Stage 1
- Write date & title on separate lines
- Use quality tools i.e. sharp pencils
- Look after reading books and keep them tidy on the shelves

Lessons

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- Always listen carefully to adults
 - Be ready to learn (sitting quietly, pencil, dressed appropriately, etc)
 - Do not distract others by talking, fidgeting, not listening
 - Always do what adults ask first time
 - Be helpful, never huff & puff if someone doesn't know an answer
 - Always work co-operatively, help others & try your very best
 - Take care of property and keep your classroom tidy
 - When faced with a challenge, try on your own, ask a friend or use a resource before asking an adult
 - Remember that making mistakes is okay

5.2 Expectations of Staff

Class teachers have day-to-day responsibility for the positive behaviour of the pupils in their classes. A caring and calm classroom atmosphere helps to reinforce good behaviour and teachers themselves are expected to be good role models for the pupils in their classes. All staff share the responsibility for the positive behaviour of all pupils in and around the school and are expected to listen to and work hard to develop positive relationships with all pupils.

Lessons

- Lessons should be exciting with different challenges
- Pupils must understand what they are learning, how they can be successful & that mistakes are okay
- Keep good pace and check progress during lessons
- Let pupils suggest ideas & have opportunities to work in different ways
- Use outdoors, hall, woods, village to add interest
- Be clear what happens if work isn't finished or up to standard
- Follow the feedback policy
- All staff dress appropriately for PE lessons
- Apply behaviour rewards and sanctions fairly and consistently

Breaks & Lunchtimes

- If on duty, be prepared and on time
- Staff make sure classes go out and come in quietly and orderly
- 1st bell/whistle, all stand still; 2nd walk sensibly & quietly to lines
- Be outside promptly to collect your class
- Pupils must not be in classrooms unsupervised; time out is outside staffroom, eating lunch at round table etc.

Classrooms, Group rooms, Corridors

- Adults make sure areas are left tidy and resources put away
- All areas to be kept neat and tidy i.e. no piles, surfaces clear
- Workbooks must be stored neatly so they do not become tatty
- Adults only to move laptop trolleys

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- Adults to oversee PE equipment collection / return
 - Adults to give clear guidance as to who is allowed in during breaks / lunchtimes e.g. first aid, choir, etc.
 - Adults to share collective responsibility for all pupils at break / lunch times

6. Governors' Responsibilities

The legal responsibility for the discipline of the school lies with the Governors who have delegated the day-to-day management to the Headteacher; who may in turn delegate actions to the SLT and staff.

7. Expectations of Parents

A Home/School agreement is provided for all incoming pupils on their arrival at the school and both parents and pupils are expected to read it and sign a declaration that they agree to it. We expect parents to be aware of the school expectations and to support the implementation of this positive behaviour policy.

We look to our parents to make their children aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. Above all we regard it as the responsibility of the parents to foster good relations with our school and to show an interest in what their child does here.

8. Positive Reinforcement

Staff work hard to create a positive learning environment in the school, they do this through their body language, in the way they speak to pupils and to each other around school and in their expectations of pupils.

8.1 Rewards

Positive behaviour and attitudes are explicitly rewarded by the following awards:

- Five Stars: This is our whole school system used to promote positive behaviour traits. There are 5 areas of positive behaviour celebrated in class and each week in celebration assembly:
 - Respect
 - Resilience
 - Readiness
 - Kindness
 - Hardworking
- House points are awarded for good behaviour as well as showing positive attitude to learning

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- A Star Award is given to one pupil in each class per week, for acts of kindness and demonstrating good behaviour
 - All classes have their own whole class reward system (eg, pebble jar) which the class have to work towards as a team. This encourages a collective responsibility for positive behaviour

8.2 Our Approach

- There is a consistent approach and high level of expectations across the whole school, including in classrooms, corridors and at break and lunch times.
- To gain silence and attention all adults in school use the same strategy. Adults raise their hand and wait for all pupils to also raise their hands and fall silent before talking.
- Anti-social behaviour is actively discouraged and mutual respect promoted
- Social awareness and understanding the needs and rights of others is taught as part of the curriculum, particularly in personal, social, health and citizenship education, religious education and collective worship
- Mental Health has a high profile in our school. We have dedicated staff who are trained to provide Mental Health support to all pupils and staff. All staff are trained to develop good mental health in their pupils, through mindfulness activities, talk, supporting pupils with their emotional literacy, identifying needs, etc
- For some groups of pupils, good Mental Health, in particular, self-esteem is promoted through focus groups, e.g. social skills groups
- Pupils are encouraged to take responsibility for their own actions and to make amends for any disruption or unhappiness they might have caused
- Pupils are encouraged to help each other to behave correctly and to support those who have difficulty in doing so

In certain circumstances, behaviour plans or risk reduction plans may be put in place for specific pupils (Special Educational Needs: Section 10 and Risk Reduction Plans: Section 11)

9. Consequences and Sanctions

At Caldecote, all adults have the responsibility to use consequences which are appropriate to the exhibited behaviour. As a result, the pupil will learn from it and develop positive coping strategies. Consequences contribute to learning internal

discipline by creating a learning opportunity directly relating to the anti-social behaviour and the harm caused.

- We talk calmly to the pupil who misbehaves, insisting that good behaviour is expected at all times. We remind them of the school expectations.
- In the case of aggressive behaviour, we make it clear that behaviour that hurts, either physically or mentally, or behaviour that irritates or offends to a marked degree is not acceptable
- If necessary, we reassure the other pupil or pupils by making it clear to them that action is being taken to stop the aggressive behaviour
- We recognise that negative experiences create negative feelings and that negative feelings can create negative behaviour, whilst positive experiences create positive feelings and positive behaviour. It is the responsibility of every adult in the school to try to understand the reason why a pupil is presenting with problem behaviours and endeavour to change the circumstances around the pupil to promote positive experiences.
- When a pupil is not demonstrating positive behaviour, staff undertake one or more of the following actions:

9.1 Behaviour Stages: Consequences and Sanctions

Stage	Examples of Behaviour	Staff Involved	Possible Sanctions and Actions
1	<ul style="list-style-type: none"> • Calling out • Talking at inappropriate times • Pushing and jostling others • Irritating others • Minor unkindness to peers 	<ul style="list-style-type: none"> • Class Teachers • Teaching Assistants • Lunchtime Supervisors • Office staff 	<ul style="list-style-type: none"> • Minutes off playtime • Time out at break times (on the fence/bench) • Change in seating arrangements • Sent to play with someone else
2	<ul style="list-style-type: none"> • Continual disruptive behaviour • Refusal to do as adults ask • Accidental damage through carelessness • Rude comments • Minor challenge to authority • Name calling • Mild, one off swearing • Minor injury caused to another pupil 	<ul style="list-style-type: none"> • Class Teachers • Teaching Assistants • Lunchtime Supervisors • Refer to Key Stage leader if needed 	<ul style="list-style-type: none"> • Work outside classroom for a set period of time • Complete unfinished work during break/lunch time • Temporary withdrawal of a privilege • Inform parents if appropriate • Sent to see Key Stage leader (if needed)
3	<ul style="list-style-type: none"> • Leaving the classroom without permission • Persistent classroom disruption • Deliberate damage to property • Harmful or offensive name calling, including racial or homophobic remarks 	<ul style="list-style-type: none"> • Immediate referral to Key Stage leader • Refer to Deputy Head if needed 	<ul style="list-style-type: none"> • Must inform parents • Miss whole lunch or breaktime • Segregated on the playground • Work outside classroom for extended but set period of time • Sent to see Deputy Headteacher (if needed)

	<ul style="list-style-type: none"> • Serious, repeated swearing • Fighting or intentional physical harm to other pupils • Serious, repeated challenges to authority • Verbal abuse of staff • Stealing • Bullying 		
4	<ul style="list-style-type: none"> • Leaving or attempting to leave the school grounds without permission • Extreme violence • Physical or verbal abuse of staff member (either threatened or actual) • Sexual abuse • Behaviour that is judged to be extremely unsuitable, unsafe or threatening to the good of the school community. 	<ul style="list-style-type: none"> • Immediate referral to Headteacher or Deputy Headteacher 	<ul style="list-style-type: none"> • Seclusion • Lunchtime Exclusion • Fixed Term Exclusion • Permanent Exclusion

9.2 Recording and Monitoring

All classes have a behaviour book. All incidents of poor behaviour are logged.

A log consists of:

- Date
- Full Names of all children involved
- Name of the adult recording
- Facts of the incident
- Behaviour stage (Section 9.1)
- Actions, sanctions, resolutions

Behaviour logs are regularly reviewed by the SLT. These logs help staff to spot patterns, repetitive or consistent behaviours and enable staff to put support and plans in place where needed.

Racist and homophobic incidents are logged in a school record and a phone call and letter are used to inform parents. SLT, Governors and the Local Authority monitor the number of racist and homophobic incidents in school and staff put support in place where appropriate.

10. Special Educational Needs

Some pupils, including those with SEND who have specific needs that impact on their behaviour, may find it continually difficult to follow the rules of school and class. Individual strategies and reasonable adjustments will therefore need to be implemented to support them. This may include a tailor made Risk Reduction Plan (Section 11) and/or collaboration with the SENDCo and outside agencies such as SEND Specialist Services.

11. Risk Reduction Plans

If a pupil continues to display persistent or repetitive poor behaviour, or their behaviour places themselves or others at risk of harm, and behaviour has not improved in response to the school's positive reinforcements or consequences and sanctions, then a Risk Reduction Plan may be put in place. This will be carried out in collaboration with the SLT, SENDCo, Parents, Pupil and possibly outside agencies such as the Specialist Teaching Team or Social Care as appropriate. This plan will be overseen by the SENDCo, who will ensure that it is reviewed and updated in order to reflect changes and progress.

A Risk Reduction Plan may:

- take into consideration the times/places/lessons that give the individual greater anxiety or triggers that could lead to difficult behaviours. This may include a part-time timetable.
- put in place risk reduction measures and differentiated measures that will lower the pupil's anxiety and enable the learner to show positive behaviours in school
- give clear de-escalation strategies and scripts that all adults can follow when speaking to the pupil to lessen difficult and dangerous behaviours.

12. Use of Reasonable Force

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The SLT should support their staff when they use this power (*DfE 'Use of Reasonable Force' 2013 advice for headteachers, staff and governing bodies*). Following use of reasonable force, staff will make a record in the school log.

13. Seclusion, Fixed Term and Permanent Exclusion

13.1 Seclusion

This is a sanction adopted by Caldecote as follows:

- For behaviour at Stage 4 where we consider that an exclusion may not have a positive effect on future behaviour but where loss of break/lunchtime does not adequately reflect the seriousness of the behaviour.

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- Seclusion is a time outside the classroom when a pupil has the opportunity to reflect on the serious nature of their misbehaviour
 - The pupil will be in isolation for a specified period, with minimal interaction with either adults or peers
 - If the Seclusion is for a day, breaks and lunch will be taken separately to others

The procedure for Seclusion is as follows:

- A member of the SLT (in consultation with the Headteacher) will sanction the Seclusion
- A letter will be sent home to confirm the reason, date and length of the Seclusion
- The pupil must be brought into school via the main door and will be met by a member of the SLT
- Seclusion will take place in the office area
- The pupil will be supervised by a member of the SLT. There will be a list of suggested activities e.g. a letter of apology, class work.

Following each Seclusion, the SLT should review the effectiveness of the sanction. Seclusion should be used as a 'one-off' measure and if it is needed more regularly, a behaviour review meeting should be convened with parents, teachers and any other agency involved.

13.2 Lunchtime, Fixed Term and Permanent Exclusions

Serious behaviour incidents at Stage 4 may result in a lunchtime, fixed-term or permanent exclusion.

- A lunchtime exclusion can be applied when a pupil's behaviour is unacceptable in the playground or the lunch hall. Parents/carers must take responsibility for their child for the lunch break and return him/her for the start of afternoon school. It is expected that these exclusions will be used for short periods. If a pupil is asked by the school to go home at lunchtimes, this must be treated as a half day fixed period exclusion for each lunchtime, even when the child returns to school in the afternoon.
- Only the Head Teacher (or the Acting Head Teacher or Deputy Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, including for lunchtimes, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.
- If the Head Teacher excludes a pupil, he/she will inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The School will inform the parents how to make any such appeal. The Head Teacher will inform the Local Authority (LA) and the Governing Body about any permanent exclusion and about any fixed-term exclusions.

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- The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The Governing Body has a discipline committee (Appeals Committee), which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion they will consider the circumstances in which the pupil was excluded, any representation by parents and the LA, and whether the pupil should be reinstated.
 - If the Governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.
 - Following an exclusion, a reintegration meeting is held with the parents/carers and the pupil on return to the school.
 - Exclusions must follow Cambridgeshire County Council guidance, September 2017.

14. Supporting Staff in the Application of this Policy

All staff members have a collective responsibility for behaviour and discipline within the school and are expected to help and support each other, when needed, without reservation. We ensure that no member of staff is, or feels, isolated at any time. In the cases of continued or extreme challenging behaviour, external advice may be sought.

15. Policy Review

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: Date:

Chair of Governors: Date: