



Runcion Holme  
Church of England Primary

Holy Cross Federation



Wormegay  
Church of England Primary

Proud to be part of the Diocese of Ely Multi-Academy Trust

# POSITIVE BEHAVIOUR POLICY

## Holy Cross Federation Schools

### DEMAT Policy Statement

This policy underpins every aspect of school life in all DEMAT schools. At its core is the belief and vision that every member of the community in our schools is valued, honoured and respected. We believe that every child and adult in DEMAT schools has a fundamental right to feel physically and emotionally safe and to be treated with respect and dignity, in order to learn and develop to his or her maximum potential.

For further advice see *DFE guidance*

### Policy Principles for DEMAT and Holy Cross Federation Schools

As adults there is an expectation that we should have respect from the children. This works both ways, however. Respect and good behaviour are defined by example. We have high expectations of the children and the rules within this policy define the boundaries of acceptable behaviour. We accept that children will test these boundaries and, whilst the child's behaviour may not be acceptable, the child ALWAYS is. We value each child and accept the challenge to show them that compassion, kindness, respect, politeness and helpfulness are qualities to which we can all aspire.

We expect all members of DEMAT and the school community of Holy Cross Federation Schools to be involved in promoting positive behaviour, since our behaviour policy is rooted in consideration and respect for others.

It is *vital* that good relationships exist between *all* staff members, including DEMAT officers, that staff work together as a *team* in trust and confidence, demonstrating their respect for pupils and parents. Also that members of the community are made welcome and their contribution to the Christian ethos of the schools are valued. Whole school involvement is critical to this approach. At the start of every new school year, the Lead teacher discusses and explains the meaning of the school rules with the whole school, involving the School Council. Any agreed changes are then made. Each class teacher also agrees a classroom code for their class, which is displayed on the classroom wall, alongside the school rules.

It is essential that all rewards, sanctions and rules are applied justly, fairly and consistently in DEMAT schools because children are unique individuals and are therefore responded to as such. At Holy Cross Federation Schools, our system is a whole school approach to managing behaviour in a variety of ways through praising and rewarding:

- good behaviour
- work of a good standard (relative to the child)
- politeness and manners
- personal qualities such as helpfulness, kindness, perseverance, consideration to others
- following school and class rules
- anything which is noteworthy

## RIGHTS OF PUPILS

- to have an environment which allows them to learn to the best of their ability
- to be treated with consideration and respect
- to be *listened* to by the adults in the school
- to know what is expected
- to feel safe and not bullied
- to be treated fairly
- to have their positive behaviour recognised and rewarded
- to know what sanctions the school applies

## RESPONSIBILITIES OF PUPILS

- Acknowledge that *their behaviour is their responsibility*
- Walk quietly through the school at all times
- Listen attentively without interrupting
- Use an appropriate classroom voice
- Use equipment carefully and safely, returning it to storage areas when finished
- Treat others with consideration and respect
- Listen when it is the turn of others to talk
- Follow instructions from teachers and other school staff
- Attempt to settle any disagreements in a civil manner
- Ask for help when they need it
- Play with others, avoiding kicking, fighting and verbal abuse
- Remain calm and quiet in the cloakroom areas
- To tell the truth: the whole, correct version of how incidents occurred.

## RIGHTS OF STAFF

- To be treated with respect by pupils, parents and colleagues
- To be able to teach without unnecessary interruption
- To feel safe
- To be treated fairly
- To have achievements recognised
- To be treated considerately

## RESPONSIBILITIES OF STAFF

- To investigate fully any incident of poor behaviour, and keep a written record of incidents for which sanctions are required in the behaviour log.
- Listen to the children and what they have to say
- *Separate the act from the child*, emphasizing that *they* are valued, even if their behaviour is unacceptable
- Act justly and keep promises made
- Model positive behaviour, social interaction and good manners

- Remain calm and do not become emotionally involved
- Apply sanctions fairly, justly and consistently
- Treat the children with respect
- Communicate with parents through consultations, school report, or when appropriate, to inform parents of exceptional performance or concerns
- Use professional judgement as to whether parents need to be informed
- Recognise, praise and promote children's positive behaviour
- Support children in ensuring that equipment is used safely and carefully and that it is returned tidily to storage areas

### POSITIVE BEHAVIOUR STRATEGIES

We are keen that well behaved children receive recognition for their good behaviour

- Listen - it earns respect
- Intervene as quickly and effectively as possible to diffuse conflict
- Use humour - it builds bridges and helps prevent the atmosphere becoming hostile
- As far as possible, ensure the children feel the conflict has been fully resolved
- Restore a calm atmosphere - it reduces tension and no-one feels less valued within the group.
- Verbal praise – indicating what is good
- Stickers
- Good behaviour commended verbally in class and around the school
- Examples of good practice identified and used as a model for others
- Children visit other staff or the Head teacher for recognition, and perhaps be given a Headteacher's Award
- Good behaviour is recognised within the class reward systems
- Comments in Home/School book
- Class reward systems
- Affirmation in Circle Time
- 'Catch' them being good
- Whole school assemblies are used as a celebration of children's achievements
- Informal and formal (certificates) praise is given to parents about their children's behaviour
- Private praise
- Unconditional 'strokes' (verbal) e.g. How did your football team perform at the weekend?

### NEGATIVE BEHAVIOUR STRATEGIES – TO BE AVOIDED

#### BY STAFF

- |                       |   |   |
|-----------------------|---|---|
| • Sarcasm             | - | damages the adult and the child relationships |
| • Humiliation         | - | breeds resentment                             |
| • Shouting            | - | diminishes the adult                          |
| • Over-reacting       | - | the problem will increase                     |
| • Blanket punishments | - | the innocent resent them                      |

## BY CHILDREN

- Hurting others' feelings (adults and children)
- Violence and aggression
- Threatening behaviour
- Dishonesty
- Refusal to comply with reasonable expectations
- Discriminatory language or behaviour
- Lack of respect
- Using unacceptable language
- Deliberately damaging property. Children may be asked to replace broken or damaged items.

## SERIOUS BEHAVIOURAL BREACHES BY CHILDREN

- Violent Assault
- Theft (Taking personal belongings from bags and drawers)
- Bullying
- Racial abuse (see racial equality policy – all incidents recorded – see Mrs Earl for relevant guidance)
- Swearing and physical aggression towards adults and other children
- Vandalism
- Refusal to carry out staff requests/directions

## RESPONSIBILITIES OF PARENTS

- Ensure that children are at school on time.
- Treat all children with respect
- Share concerns with staff at the earliest possible opportunity
- Support the school's systems of rewards and sanctions
- Support their child's learning and co-operate with the school so that a supportive dialogue between home and school can be built.
- Treat school staff with respect (aggressive behaviour will not be tolerated)
- Treat other parents with respect (aggressive behaviour will not be tolerated)

## EXPECTATIONS WITHIN THE CLASSROOM

- Agreed school and class rules on display, and frequently referred to and discussed – a copy sent home at the start of each new school year
- Display the established reward system

We expect all staff to:

- Be aware of appropriate seating arrangements
- Establish clear communication systems (non-verbal/verbal)
- Establish clear entry and exit procedures (e.g. adults lead out and in, system to show who is out of class)
- Be well organised and provide a clearly labelled classroom

- Have illustrations to support positive behaviour/practice on display
- Have clear wet play procedures displayed
- Frequently refer to school/class rules and routines
- Model positive behaviour, social interaction and good manners

We expect children to:

- Remain on task with an appropriate noise level
- Move quietly around the classroom without disturbing others
- Respect classroom and school resources and other people's property
- Be polite at all times and not answer back
- Listen to the teacher when required to
- Listen to others and show respect for everyone in the classroom
- Do their best at all times in order to achieve the highest standards possible

### AROUND THE SCHOOL

For the safety of all concerned, we need to maintain a calm atmosphere around the school.

We expect staff to:

- Take responsibility for the behaviour of ALL children and where necessary, inform his/her class teacher of the child's behaviour (positive and negative)
- Avoid the need to talk to children or other members of staff during assembly, unless the matter is urgent
- Ensure their class is seated appropriately in the hall leaving enough space for other classes to enter and sit down
- Participate in all aspects of assembly

We expect children to:

- Walk sensibly, and quietly through the school
- Enter and leave assemblies quietly in single lines
- Sit attentively in assemblies and respond appropriately to questioning, singing etc
- Take responsibility for their own behaviour
- Participate in all aspects of assembly
- To open doors for adults
- To acknowledge adults and greet them politely and warmly

### VISITS OUT OF SCHOOL

When on visits:

Children will be expected to:

- Walk sensibly in twos, in a line

- Sit sensibly on coaches/seats in buildings
- Remain in the group prescribed and stay with the allocated adult
- Remember they are ambassadors for the school

Staff are expected to:

- Ensure that each child is frequently accounted for throughout the duration of the visit
- Have 'Emergency contact numbers' with them in case of need
- Ensure a Risk Assessment has been carried out on the place to which they are going and to complete the online visits form on Evolve at least a week in advance
- Ensure relevant medical conditions of children are documented carefully and information, which may contain photographs and details of children's needs are brought to the attention of staff taking the class, groups or individuals.
- Ensure on overnight stays that members of staff have clearly defined duties with regard to care of the children
- Plan breaks on long journeys for the comfort of the pupils
- Take a supply of old papers, bucket, dustbin liners, rubber gloves, bottle of water in case of travel sickness
- Keep any medicines safely stored for the duration of the trip
- Ensure children take their medicines at the required times (children are also expected to remember to take it)
- Ensure that children have an adequate intake of liquid and food throughout the duration of the visit
- Wherever possible facilitate safe passage across roads by lining children along pavements and crossing together as a class/group

#### TRAVELLING TO AND FROM SCHOOL

Children will be expected to:

- Be polite to all members of the public
- Respect other people's property
- Use appropriate language and behaviour
- Be considerate to others using the pavements e.g. politely moving out of the way.

#### IN THE PLAYGROUND

Staff will:

- Take responsibility for all children
- Commend good behaviour
- Take the necessary action for undesirable behaviour
- Be outside promptly at 8.50a.m., if on 'before school' playground duty
- Ensure that at morning break there is at least one member of staff on the playground(s) and one on field.
- Ensure that at the end of lunchtime break, teachers are in classes ready to receive children. Teaching Assistants help to ensure that children get to classes promptly.

Children will be expected to:

- Play outside
- Play together ensuring the safety of each other
- Avoid all rough and harmful games (no contact)
- Create harmony by avoiding name-calling
- Respect the adults and any playground helpers on duty
- Respect playground equipment
- Line up when asked
- Address the lunchtime supervisors respectfully
- Behave appropriately and demonstrate good manners
- Develop their social skills
- Use the toilet during breaks
- 

### SOCIAL SKILLS

At Holy Cross Federation Schools we recognise that good social skills and high levels of pupil self-esteem have a direct link to high standards of behaviour.

We place great importance on the promotion and modelling of good manners believing that this creates a climate of mutual respect and consideration.

We aim to help children to develop the skills needed to resolve minor disputes and difficulties themselves.

The development of social skills and pupils' self-esteem is addressed through:

- Work outlined in the school's Personal, Social Health and Citizenship schemes of work
- The promotion of positive play
- Targeted social skills groups where necessary
- School/Class Councils
- Circle Time
- The Buddy System / Young Leaders
- Modelling by adults in general daily school life and through specific incidents addressed through role play
- Assemblies which promote particular messages

### SUPPORT FOR STAFF

Support for staff is available through:

- Staff training
- Consultation with colleagues, senior staff, SENCO and the learning/behaviour support service/DEMAT

### PARENTAL CONFERENCE

The purpose is to agree a 'way forward' for a child to improve his/her behaviour and may involve parents, class teacher, SENCO, Lead Teacher or Headteacher. The child may be invited to attend the meeting. A plan will be drafted explaining what measures will be taken at school to help the child meet specified behaviour targets. This may involve the child being placed 'on report' for a period of days/weeks – a process by which children are held accountable for each session of the school day, thereby being responsible for their own behaviour.

The plan will then be reviewed after an agreed number of days/weeks. If sufficient progress has not been achieved, the school will consider further support – possibly including assessment/input by outside agencies – and disciplinary action.

### SAFETY AND PHYSICAL INTERVENTION

The school is committed to ensuring that all staff and adults with responsibility for children's safety and welfare deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with DFE and Local Authority advice.

The school has a policy for Physical Intervention with pupils and all staff are expected to follow the guidance outlined in this document.

### LUNCHTIME SUPERVISORS

Lunchtime misbehaviour, whether direct or indirect, is dealt with by a separate system, specifically to minimise disruption to afternoon lessons. Midday Supervisors will therefore:

- Follow the guidelines in their job description
- Settle any playground disputes promptly
- If a child continues to behave inappropriately, or the behaviour is more serious than the member of staff could:
  - request that the child will accompany them for the remainder of the playtime
  - request that the child spend time out of play, sitting on one of the benches
  - send the child inside (with a sensible child to inform adults inside)
- Inform class teacher at end of lunch break of serious incidents (class teacher to decide on whether the behaviour should be logged).
- Serious incidents are referred firstly to the Lead Teachers.
- The Lead Teacher will refer incidents to the Headteacher if this is felt to be necessary
- Parental conferences will be called for continued poor behaviour. Lunchtime exclusions may be necessary if there is no improvement.
- Class teachers should inform Lunchtime Supervisors' if a particular child has had a difficult morning, so that the supervisors are pre-warned and able to support that child.

### CONSEQUENCES

It is important that children know, and are reminded of, what is acceptable and what is not acceptable behaviour, both within classrooms and around all other areas of the school. If a rule is ignored or broken, the sequence of consequences listed on page 12 ('Summary Action Chart') are to be followed. The purpose

is to help children take responsibility for their own actions and behaviour. All children should be aware of the consequence steps.

### WHO CAN APPLY SANCTIONS?

The legal powers established in the Education and Inspection Act 2006 specifies that teachers and other staff have the authority to enforce disciplinary penalties. These penalties can be applied if a child fails to follow a school rule, an instruction given by a member of staff, or for any other reason that causes a child's behaviour to fall below the standard which can be reasonably expected of them.

In our school we have decided that the following sanctions may be applied by the following:

Time Out periods:	Lunchtime supervisors, Teaching assistants, Teachers
Completion of Behaviour Log:	Teaching assistants, Teachers, Lead Teacher, Headteacher
Contacting of parents:	Teachers, teaching assistants
Use of physical restraint:	Those who have had recognised restraint training and have been authorised by Headteacher

### CONFISCATION

Staff have the right to confiscate items if

- a) The item poses a threat to others
- b) An item poses a threat to good order for learning
- c) An item is against school uniform rules
- d) An item poses a health or safety threat.
- e) An item is illegal for a child to have

If an item is confiscated staff will :

- a) Ensure that items are stored in a safe, secure place, but will not take responsibility for unintended loss or damage to items which should not be in school
- b) Inform parents that an item has been confiscated, if it is not to be returned at the end of the school day e.g. if it is a dangerous item

### MOBILE PHONES

Children are not allowed to bring mobile phones to school as a general rule. However, there may be times when parents wish children to have their phone available after school in the interests of keeping them safe.

Any phone brought into school by a pupil must be given into the office for safe keeping before joining children on the playground before school and will be kept switched off during the day. It may be collected by the child only on leaving the school to go home.

### EXCLUSIONS

Where inappropriate behaviour is persistent and of a serious nature, the school may use the following sanctions:

- Exclusion from the child's own class into another class within the school (Internal exclusion)
- Exclusion from school at lunchtime
- Exclusion for a fixed period of time e.g. 3-5 days
- Permanent exclusion

The principle reasons for exclusion include:

- Violence to staff
- Violence to pupil
- Drug related incidents
- Theft
- Continuous, high level of disruption to lessons
- Sexual misconduct
- Racist behaviour
- Verbal abuse
- Damage to property
- Total refusal to conform

The school follows the Local Authority guidelines on exclusion in consultation with DEMAT.

- The Headteacher has the responsibility for giving fixed-term exclusions to individuals
- For repeated or very serious acts of anti-social behaviour the Headteacher may permanently exclude the child
- Only the Headteacher has the power to exclude a child from school
- The Headteacher may exclude a pupil for one or more fixed period, for up to 45 days in any one school year
- It is possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant
- If the Headteacher excludes a pupil, they must inform the parents immediately, giving reasons for the exclusion, and at the same time, makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.
- The school informs the parents how to make any such appeal
- The Headteacher informs the LA and the local governing body and DEMAT about any permanent exclusion, and about fixed-term exclusions beyond 5 days in any one term
- The governing body itself cannot either exclude a pupil or extend the exclusion made by the Headteacher
- The local governing body has a discipline committee which is made up of between 3 and 5 governors. This committee considers any exclusion appeals on behalf of the governors

- When the Appeals Panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and/or other agencies, and consider whether the pupil should be reinstated.
- If the governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

SUMMARY ACTION CHART

		Action	Follow up/other teacher action
Unacceptable behaviour	1	Remind child of class/school rules	Give warning of step 2
	2	<ul style="list-style-type: none"> <li>If warning not heeded and a 3<sup>rd</sup> incident 5 minutes time out in another class (or other agreed location for SEND children) <u>if necessary</u> for children to calm down. Children have 5 mins make up time at break/lunch time.</li> </ul>	If this behaviour repeats on one subsequent occasion proceed to step 3
	3	<ul style="list-style-type: none"> <li>10 minutes (Time out in another classroom/other location if necessary). Children have 10 minutes make up time at break/lunchtime.</li> </ul>	Record in behaviour log. If this action is taken three times within one week, proceed to step 4.
	4	<ul style="list-style-type: none"> <li>'Phone call and/or letter sent to parents inviting them to a meeting with class teacher to discuss behaviour and set up a monitoring system.</li> <li>A daily report system may be given (see appendix)</li> <li>Incident form may be given</li> </ul>	Record meeting in behaviour log. Set up monitoring system. If no improvement shown, proceed to step 5.
	5	<ul style="list-style-type: none"> <li>Second letter sent home inviting parent to meet with Lead Teacher.</li> </ul>	Record meeting in behaviour log. If no improvement shown, proceed to step 6. (Serious breaches of behaviour)
Serious Breaches	6	<ul style="list-style-type: none"> <li>Child sent to Headteacher who contacts parents to arrange a meeting. An individual programme to include monitoring of the situation is drawn up. Outside agencies may be involved e.g. behaviour support team.</li> </ul>	Teacher and school action taken will vary according to individual cases.  If necessary proceed to step 7.
	7	Fixed term Exclusion	If no improvement on return to school and all strategies have been considered and put into place, then proceed to step 8.
	8	Permanent Exclusion	

## CHILDREN WITH SPECIFIC BEHAVIOURAL DIFFICULTIES

- Some children will have an individually designed pastoral approach with perhaps a timetable divided into half hour manageable periods in which to achieve success and a target sticker chart or monitoring sheet that will support them in achieving acceptable behaviour.
- It may be appropriate that a sensitive discussion is carried out with a class which has one or more children with behaviour problems in order that other pupils have an awareness that this person/s has particular difficulties which need support and understanding
- Some children have specific difficulties which can result in challenging behaviour. Such children are recorded on the SEN Register as SEMH.
- Individual pastoral support plans will be created when needed
- It is important that these children are rewarded for good behaviour in an additional way to that described in this policy
- Where there is concern that a child's behaviour may mean they could harm themselves or others (running away, throwing chairs or self-harming), class teachers will complete a Risk Assessment and share this with SENCO and all other relevant members of staff (including TA's, MSA's and office staff).

## MONITORING AND EVALUATION OF THIS POLICY

- The Headteacher monitors this policy on a regular basis, reporting to the governors on the effectiveness of it
- The school keeps a variety of records of incidents of misbehaviour
- Teachers monitor minor classroom incidents
- The Headteacher records those incidents where a child is sent to him/her for inappropriate behaviour
- A record is kept of any incidents that occur at breaktimes and lunchtimes
- Lunch time supervisors have close relationship with class teachers and keep teachers informed of any concerns.
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

The policy and the behaviour procedures contained within it will be monitored and evaluated regularly throughout the school year to ensure that they are being implemented consistently throughout the school.

This process will take the following form:

When?	Who?	Methods
Half-termly	SLT	Monitoring of behaviour log to identify pupils who are recorded too frequently and discuss ways forward
Annually	All staff	Questionnaire about procedures, results analysed by office and reported back to SLT, governors and staff meeting

Annually	Pupils	Questionnaire through the School Council. Results analysed by office and reported back to SLT, governors and staff
Annually	Headteacher Lead teachers	Behaviour audit in classrooms, breaktimes and lunchtimes to ensure consistency of approach by all members of staff
Annually	Headteacher Deputy Headteacher Teaching staff Governors	Following results of Behaviour analysis, the Policy and Procedures need to be reviewed.

### CONCLUSION

The environments at Holy Cross Federation Schools are designed to develop self-discipline, tolerance, understanding and awareness of the needs of others regardless of race, ability, gender or creed, so that children may, in the long term, make a positive contribution to the life of the community in which they live.

### REVIEW

The governing body will review this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

### LINKED POLICIES

- ◆ Anti-Bullying policy
- ◆ Positive Handling policy