



Co-op Academy
Clarice Cliff

Behaviour Policy

Approved by the Academy Governing Council on 8.12.2020

Aims

- To create the conditions for an orderly happy community in which effective learning can take place, in which there is mutual respect between all members and where there is proper concern for the environment
- To develop in pupils a sense of self-management and an acceptance of responsibility for their own actions
- To create a safe, secure and stimulating learning environment where children learn to value and respect themselves and others
- To ensure a positive working ethos within the school with good attitudes consistently displayed by all pupils

These aims are best achieved in the framework of a structured, positive system based on praise for making the “right” choices about behaviour. This positive policy includes encouraging good attitudes, rewards and praise, setting a good example and having consistently high expectations of the pupils. Success is celebrated.

Rationale

This Behaviour Policy sets out the rights, responsibilities and rules for everyone in our school community. It also:

- Outlines the agreed rules and expectations of each other
- Shows how good behaviour is encouraged and rewarded
- Explains the consequences of unacceptable behaviour

To ensure a consistent approach to behaviour, the policy will be reviewed regularly in order to reflect current cohorts. The policy will be shared with all stakeholders and reminders of expectations will be given.

School rules

Everyone in our school community has rights and responsibilities to ensure that everyone enjoys the learning to which they are entitled.

At Clarice Cliff Primary we are all responsible for our own behaviour and all stakeholders can use the school 'Golden Rules' to help remind us. These can be seen around the school and tell us our code of expected behaviour that applies in all situations.

Golden rule	Our responsibility
<i>We are gentle</i>	Not to hurt anybody
<i>We are kind and helpful</i>	Not to hurt people's feelings
<i>We listen</i>	Not to interrupt
<i>We are honest</i>	Not to cover up the truth
<i>We work hard</i>	Not to waste your or other people's time
<i>We look after property</i>	Not to waste or damage things

Each class will devise classroom rules annually based on the 'Golden Rules' of the school. These will be displayed at the front of the classroom accompanied by photographs which model the appropriate behaviour.

Core principles for staff

- Make your expectations for behaviour very clear and reinforce them with praise and positive rewards
- Use descriptive praise to get what you want e.g. "XX well done, you are showing me that you are ready to listen because you are sitting silently, looking at me with empty hands"
- If children misbehave, use a calm voice to tell them what is wrong with their behaviour – take issue with the behaviour, not the child i.e. avoid remarks like "you are a naughty girl"
- Use a positive, firm clear voice to give instructions to whole classes. Ensure your tone gives the impression that you expect that the children will willingly do as you ask – they will "live up" or "live down" to your expectations

Ten simple guidelines for positive behaviour management

1. Establish a friendly, positive, supportive relationships with the pupils in your care
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy
3. As soon as it occurs, reward positive behaviour with attention and praise.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries
6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do

7. Always remain calm when you speak to pupil. This will help you maintain your authority and confidence and keep your relationships with them positive
8. Where possible, avoid reprimanding a child in front of others – remember “Praise in public, reprimand in private”
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school’s monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil’s needs and those of the whole school.

Roles and responsibilities

Role	Responsibilities
Head Teacher	<ul style="list-style-type: none"> • To implement the school Behaviour Policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. • To ensure the health, safety and welfare of all the children in the school • Support staff by implementing the policy, setting the standards of behaviour, and supporting staff in the implementation of the policy • To give fixed-term exclusions to individual children for serious acts of misbehaviour • For repeated or very serious acts of anti-social behaviour, the Head Teacher may temporarily or permanently exclude a child • Publicise the school Behaviour Policy in writing, to staff, parents and pupils at least once a year
Governors	<ul style="list-style-type: none"> • Ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school • In consultation with the Head Teacher, consider what the school’s response will be to any bad behaviour
Teaching Staff	<ul style="list-style-type: none"> • Ensure that the school “Golden Rules” are enforced in their class and that their class behaviour in a responsible manner during lesson time • Have high expectations of the children in terms of behaviour • Treat each child fairly and enforces the “Golden Rules” consistently • Treat all pupils in their class with respect and understanding • Liaise with external agencies, as necessary • Liaise with parents with regard to the behaviour of their child • Adhere to the “Good to be Green” behaviour system • Seek advice from the behaviour lead for any pupils whose behaviour is persistently disruptive • Discipline pupils at any time when the pupil is in school or elsewhere under the charge of a teacher, including on school visits • Discipline pupils for misbehaviour outside school where appropriate • Confiscate pupils’ property where appropriate

Parental involvement

Staff welcome early contact if parents have a concern about their child’s behaviour or fear that they are being upset by others. If parents and school work together, we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- Sign up to Class Dojo
- Ensure that pupils arrive punctually for the start of the school day

- Ensure that pupils have appropriate dress for school and PE so as to take full part in all school activities
- Support the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times
- Ensure that pupils show a proper regard for other people's property, buildings and the environment
- Ensure regular attendance at school and avoiding unnecessary pupil absence
- Adhere to the Home-School Agreement which details the agreed responsibilities of parents, pupils and teachers

The Good to be Green and Class Dojo system

Every classroom will follow the "Good to be Green" system.

Non-negotiables

- Class Dojo to accurately reflect the rewards and sanctions given that day
- Red/yellow cards also to be recorded on SIMS with specific details of incident
- Consequences to be carried out as close to behaviour incident as possible
- If children keep to the Golden Rules then they will receive:
 - Verbal praise
 - Dojo points
- If children respond appropriately to a verbal warning they will receive verbal praise for amending their behaviour

Strategies for ensuring “Green”

Area	Strategies
Work matched to needs / promoting self-esteem	Staff aim to promote self-esteem by: <ul style="list-style-type: none"> • Providing opportunities for children to work at their own level in order to achieve success • Helping children to gain confidence in their own ability • Motivating children to improve their performance • Encouraging children to take pride in their achievements, sharing their ideas and skills with others
General behaviour management	In order to assist with the implementation of our discipline policy, staff should: <ul style="list-style-type: none"> • Aim to be good role models • Supervise children to and from classrooms, into cloakrooms and to and from playgrounds at the start and the end of break times and lunch times • Remind children, as they leave classes, of expected behaviour when moving around school e.g. walking in single file • Encourage toilet visits at breaks and lunchtimes • Encourage positive interaction in the playground, placing emphasis on taking turns • Use the common system of “Good to be Green” and Dojo points throughout the school • Praise individuals, groups or classes where appropriate • Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care • Actively support parental involvement in school and remind parents that they have a valuable role to play • Utilise present communication systems in school
Classroom management and procedures	To promote good discipline within the classroom staff should aim to: <ul style="list-style-type: none"> • Establish defined classroom areas • Label resources clearly and make them accessible • Design classroom layout to facilitate ease of movement • Organise and adhere to consistent classroom routines • Place emphasis on independent learning • Avoid queues • Be well prepared and organised • Allow adequate time for tidying up • Make expectations clear to children and parents • Share responsibilities between all children • Avoid shouting – use eye contact, gesture etc. • Maintain a quiet, calm atmosphere • Encourage children to raise their hands rather than interrupt • Be ready in the classroom to greet the children before the start of each lesson • Collect children punctually from the playground • Involve children in the organisation of systems wherever possible • Be positive e.g. use of “please walk”, rather than “don’t run”

Consequence system

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions will be applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note

- If behaviour results in physical or verbal abuse towards a teacher/adult a 'Violence Against Staff Record' will be completed.
- If physical intervention of any kind is required, then a 'Use of Physical Restraint' record will be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury will be recorded on a 'Report of Accident/ Incident/ Near Miss' form.
(Record keeping to be reviewed upon conversion and aligned with Trust systems)

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from gentle reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCo and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children will be helped to understand why their actions are not acceptable. Staff will express their displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

Sanctions Procedure

Children will be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the offence this may include working in isolation (*see appendix 2), internal exclusion, fixed term exclusion, or immediate, permanent exclusion. However, as a general rule for poor behaviour the following sequence should be adhered to, **with steps 1 and 2 being compulsory.**

If unacceptable behaviour occurs:

Step 1 (1, 2, 3)

e.g. Verbal warnings (no more than three), referring to Golden Rules, repositioning, separating etc.

Give a final warning:

Use the agreed phrase, 'This is your final warning. If you continue this behaviour you are choosing to lose some of your playtime.'

Children will be fully aware of what this means and the possible consequences of continuing with the behaviour.

Record all verbal warnings on Dojo.

From now on there will be no more warnings.

Step 2 (Classroom teacher)**Yellow Card**

- Yellow card entered on to Dojo with reason the card was given
- Lose 2 Dojos
- Lose 5 minutes of playtime

*If behaviour continues or if child refuses sanction, move to **Step 3***

Step 3 (Classroom teacher)**Red Card**

- Red card entered on to Dojo with the reason the card was given
- Lose 5 Dojos
- Lose all playtime
- Red cards should be followed up by a conversation with parents/carers

*If behaviour continues or if child refuses the sanction, move to **Step 4***

For a regular offender (two or more in a week frequently):

- Complete ABC forms
- Complete a behaviour referral form and pass to the behaviour lead or behaviour management coordinator
- Behaviour team to:
 - Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
 - Support classroom staff to complete a Boxall Profile if necessary
 - Discuss concerns with parents/carers and agree targets/support.
 - Consider alternative strategies, inform other agencies (e.g. MHST)
 - Provide access to extra-curricular/enrichment activity linked to improvement.
 - Remove lunchtime

This next step is to provide the child with some support to improve their behaviour before things get any more serious.

Step 4 (Behaviour Lead)**Positive Behaviour Plan (PBP)**

- Classroom staff complete a Boxall Profile, if not already completed, in order to highlight areas for intervention to be included on the PBP.
- Behaviour team discuss three positive behaviours that the child regularly demonstrates with class teacher, pupil and parents/carers.
- Consider involving MHST and/or school counsellor.
- Positive behaviours clearly understood and displayed on the plan.
- Clear rewards identified for consistent positive behaviour.
- Daily feedback to child (x 5), weekly feedback to parents.
- PBP to last a minimum of two weeks/a maximum of one term, and reviewed fortnightly.

If targets are achieved, remove from PBP.

*If PBP fails, move to **Step 5**.*

Step 5 (SLT /Behaviour Lead)**On Report**

- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Offer Early Help.
- Meeting with parents/child regarding the report.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Report to last a minimum of two weeks/a maximum of 20 weeks, and reviewed fortnightly

If targets are achieved remove from report.

*If report fails, move to **Step 6**.*

Step 6 (Headteacher)

Behaviour Contract

A last step before possible exclusion

- Contract gives clear specific rules which the child **must** uphold in order to remain in school.
- Parents, class teacher, child, Headteacher to agree and sign behaviour contract.
- Isolation outside SENDCo or Safeguarding office will be the immediate consequence of breaking the contract.
- Isolation should be from whichever area inappropriate behaviour occurs (e.g. if behaviour in the class room is good but behaviour on the playground is inappropriate, the pupils should be isolated at playtimes and lunch times but not during lessons and vice versa).
- Reviewed weekly.

If behaviour improves return to PBP

*If not move to **Step 7**.*

Step 7 (Headteacher)

Internal Exclusion (5 days or more or alternative provision)

- Parents, child, Behaviour Lead and Head Teacher included in any decisions
- Child has no contact with own class or classmates
- No access to playground, extra-curricular or enrichment activity
- Reintegration activities planned in-line with Boxall findings to be completed with the Behaviour Management Coordinator

If behaviour improves return to class on report.

*If not move to **Step 8**.*

Step 8 (Headteacher)

Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Chair of Governors, LA Officer informed by letter.
- Parents may make representations to the Discipline Committee.
- Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract and report for a minimum of two weeks.

If behaviour improves remove from report.

*If not move to **Step 10**.*

Step 9 (Headteacher)

Fixed Long Term Exclusion (up to 45 days per year).

- Parents, Chair of Governors, LA Officer informed by letter.
- Governors meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or report for a minimum of four weeks.

If behaviour improves remove from report.

*If not move to **Step 10**.*

Step 10 (Pupil Discipline Committee) Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence.

These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Stakeholders have the right to miss out steps if deemed appropriate.

Yellow and red cards

An example of what a pupil may get red or yellow cards for:

Golden rule	Green card	Yellow card	Red card
We are gentle	Looking after other children and adults. Walking sensibly around the school.	Recklessly causing physical hurt to another child or adult.	Intentionally causing serious physical hurt to another child or an adult.
We are kind and helpful	Looking after other people if they are hurt. Helping to keep the school and the classrooms tidy.	Saying unkind or hurtful things to another child after a warning has been given.	Repeatedly saying unkind or hurtful things to another person.

We listen	Following instructions from teachers. Listening to others when working in groups.	Ignoring verbal warning about good listening.	Ignoring instructions from an adult and answering back.
We are honest	Always telling the truth.	Telling a fib without thinking.	Telling a fib that is pre-meditated. Refusing to accept responsibility for what they have done.
We work hard	Completing work in the time given. Always producing super work.	Refusing to work in class.	Repeatedly refusing to work in class.
We look after property	Tidying away equipment. Respecting the property of other people.	Carelessly causing damage to property.	Deliberately causing damage to property.

Enrichment time

- Every pupil will have the right to 30 minutes of enrichment time per week regardless of whether they have received red or yellow cards.
- The class teacher will decide on an appropriate time slot for this and share this with the children.
- At the end of every week, the class will look at the list of enrichment activities and decide with the teacher what the enrichment time activity will be for the following week.
- The focus will be on spending quality time with adults and in completing valuable and purposeful activities together.

Celebration assembly

Every Friday morning there will be a celebration assembly lead by the SLT. Children will be encouraged to celebrate pupils who have followed the school rules. Each teacher will choose a pupil of the week who will walk down the red carpet to receive their certificate and sticker. Other awards will also be presented in a fun and positive atmosphere.

Beyond the “Good to be Green” system

The behaviour team will regularly monitor Dojo. Class teachers will also be expected to collect information on pupils whose behaviour is a concern through ABC forms. From time to time, there may be pupils for whom the system is not working and they may require further intervention. If this happens, class teachers must speak to the behaviour lead to decide on the most appropriate course of action. Below is a list of interventions which may be required.

Exclusion procedures

For any exclusion, the school will follow the latest Government Guidance on exclusions contained in the following documents;

‘Exclusion from maintained schools, academies and pupil referral units in England’ and ‘Changes to the exclusion process during the Coronavirus (Covid19) outbreak.’

Exclusions are considered as a last resort and will be taken only:

- In response to a serious breach of the school's behaviour policy
- If alternative strategies have been tried and failed
- If allowing the pupil to remain in school would affect the education or welfare of others

There are two types of exclusions, permanent or fixed term. A permanent exclusion would result in a pupil being taken off roll. Fixed term exclusions are generally for a few days at a time or a fixed period of lunchtimes if the behaviour warrants lunchtime exclusions.

Parents / carers will be notified immediately of an exclusion. They will be telephoned and invited into school to discuss the exclusion and given a letter outlining the details of the exclusion.

Whilst the pupil is excluded his / her welfare remains the responsibility of the parent / carer and the pupil cannot come onto the school site. Work will be set for the exclusion period and arrangements will be made to collect and produce more work as appropriate. In the case of a fixed term exclusion, a meeting will be arranged on the return date from the exclusion to discuss expectations and a possible phased return.

Parents / carers have the right to make representations to the Governing Body's Disciplinary Committee concerning the exclusion. The parent / carer will be given the name, address and phone number of the person to contact in the letter sent by the Head teacher.

Malicious allegations

Allegations of abuse will be taken seriously, and the school will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been report.

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Subject to the school's behaviour policy, the teacher may discipline a pupil for:

Any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Misbehaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Use of reasonable force

The legal provision on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or other or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for particular items. Force cannot be used to search for items banned under the school rules. For further information, please consult the “Physical Restraint Policy”.

Review and monitoring

The policy will be reviewed on an annual basis after consultation with pupils, parents, staff and governors.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour monitoring and intervention to foster good relationships between the school and pupils’ home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every year.

Appendix 2: Isolation

Isolation may be required anywhere from Step 2 of the sanctions procedure onwards, depending upon the behaviour.

- One or two days working in isolation outside Behaviour Lead’s/Head Teacher’s office

- Access to lunchtimes and playtimes, where appropriate
- Discussion with Key Stage Leader/ Behaviour Lead
- Boxhall Profile to be completed (if this has not already been done)
- Parents informed that pupil's behaviour is causing serious concern
- Meeting with parents to investigate possible causes/alternative strategies
- Access to extra-curricular / enrichment activities dependant on progress
- Referral to multi agencies e.g. MHST if necessary