



Behaviour Policy

Autumn 2008

Date of next review: Autumn 2011

At Cavendish Primary School we have a zero tolerance of racism, bullying, aggressive behaviour and swearing.

The Cavendish Code outlines our expectations for behaviour. This policy is designed to support staff in the consistent management of behaviour in school.

RULES AND PROCEDURES

Our rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour and how to keep themselves and each other safe.

Rules and routines:

- Are kept to a necessary minimum;
- Are positively stated whenever possible, telling the children what to do rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Are consistently applied and enforced;
- Promote the idea that every member of the school has responsibilities towards the whole.

Cavendish School works to create an environment which encourages and reinforces good behaviour.

Our School Behaviour Code (The Cavendish Code) is attached as **Appendix 1**

This code reflects the school ethos and all expectations for behaviour around the school link to this code.

AIMS

We aim to:

- encourage the involvement of both home and school in the implementation of this policy based on a sense of community and shared values as expressed in the Cavendish Code;
- create a safe, caring, co-operative environment in which learning and social development can take place;
- promote self-esteem, self-discipline and positive relationships;
- ensure consistency of response to both positive and negative behaviour;
- be proactive in the prevention of bullying or racist behaviours.

SCHOOL ETHOS

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate for learning, behaviour and social development with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

STANDARDS OF BEHAVIOUR

We have clear expectations for standards of behaviour as set out in The Cavendish Code because the school has a central role in the children's social and moral development just as it does in their academic development.

Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. Acceptable standards of behaviour are those which reflect these principles.

Racist or bullying behaviour of any kind will not be tolerated and all such incidents should be reported to a member of the Senior Leadership Team (Head, Deputy or Assistant Head).

It is essential that staff are consistent in their approach both individually and across the school. No member of staff should ever ignore inappropriate or unsafe behaviour.

COMMUNICATION AND PARENTAL PARTNERSHIP

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in all aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if a difficult situation arises.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required. If a member of staff has ongoing concerns over a child's behaviour these should be discussed with the class teacher in the first instance. The class teacher may then decide to inform the Special Needs Coordinator and / or refer the child to the

Learning Mentor for support. (Learning mentor referral forms are kept in the staff room.)

Any significant discussion with parents should be recorded by staff and passed on to new teachers. An example discussion record is attached as **Appendix 2**. Our Home-School agreement underpins this process and is attached as **Appendix 3**.

THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Effective differentiation in lessons, planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear learning objectives, understood by the children, and be effectively differentiated to meet the needs of children of different abilities. Marking and record keeping are used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be organised to be accessible and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

All classes have a system for developing a class behaviour code at the start of the year. This needs to be reviewed and reinforced on a regular basis. The code needs to be couched in positive terms and prominently and appropriately displayed. . In addition the Cavendish Code should be clearly displayed in all teaching and public areas.

LEARNING MENTOR

At Cavendish Primary School we have a learning mentor (Tracy Betterton) who is trained to support children who may be struggling with their behaviour. If a

member of staff has ongoing concerns over a child's behaviour they can refer a child to the mentor for support. This support may take the form of a programme of work to help the pupil recognise the effects of their behaviour and to understand how to change it. The learning mentor may also support children who are vulnerable or who have experienced distress due to school or home circumstances. Parents will be informed if their child is receiving ongoing support.

REWARDS AND SANCTIONS

At Cavendish Primary School we have a positive approach to behaviour management. However each child is an individual and occasionally behaviour falls below the standard which is expected. The cause of the behaviour is investigated and plans are made to meet individual needs. As part of our PSHCE programme the school encourages responsible behaviour with special schemes such as Class Monitors, School and Class Councils, Sports Captains, the Meaningful Work Programme, Reception class and School Office monitors.

Rewards

Our emphasis is on using rewards and recognitions to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work. We have two assemblies each week which celebrate achievement, one for academic achievement (Wednesday) and one for achievement related to the Cavendish Code (Friday). On Friday two children who have shown particularly good application of the Cavendish Code behaviours are nominated to sit with staff on 'The Gold Chairs'. In addition all staff nominate one child per day (for consistent good behaviour) to receive a Gold Ticket for a raffle which is drawn on Friday for a small prize.

The following forms of recognition of positive behaviour are also used:

- Praise by members of staff
- Note on work, if appropriate
- Merit stickers
- Praise by Headteacher
- Inform parents (verbal or good work note)
- Certificates for Wednesday work assembly and Friday celebration assembly
- Various class reinforcement schemes in KS1, House points in KS2
- Golden Time/Privilege Time

Sanctions

Although rewards are central to the encouragement of good behaviour, there is also a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment must be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishments should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Repeated misdemeanours should be treated as a serious misdemeanour. Any refusal to accept a teacher-imposed sanction should be treated as serious misconduct.

It is important that children are able to start afresh after punishment with the clear message that the punishment has settled the 'debt'.

Below are listed some approaches that we use. They are not listed in hierarchical order nor do they necessarily need to be followed progressively. A child who has been involved in a racist incident must always be referred directly to a member of the Leadership Team.

- The teacher 'look' – acts as a reminder.
- Hand sign
- Verbal reminder of positive behaviours
- Related sanction e.g. make up work, clean up mess
- Move place (in class time-out)
- Time out of class – recorded
- Lunchtime or breaktime detention (this must be supervised by a member of staff)
- Withdrawal of privileges, such as time in the sports cage
- Sitting out at playtime
- Referral to senior staff member
- Note home or conversation with parent
- Referred to Headteacher – complete referral note
- Letter home from Headteacher
- Meeting with parents, pupil and teacher
- Formal warning letter from Headteacher
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

PHYSICAL INTERVENTION

The school follows DCsF guidance on the use of physical restraint. This can be accessed via the following link:

http://www.teachernet.gov.uk/_doc/12187/ACFD89B.pdf

and is available on the school server at T:\Admin\School Policies\Physical Restraint guidance.pdf.

A separate physical restraint policy (to be developed in 08-09) will set out acceptable practice guidance.

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary. This must always be kept to the minimum and must follow DCsF guidance. The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team. If this is not possible then the senior teacher should be called to the incident and all other children removed from the area. Parents will be immediately involved.

The Headteacher and SENCO will work with the pupil, relevant staff and the parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies – Behaviour management Team, social services, educational psychologist etc.

MONITORING AND RECORD KEEPING

All serious or persistent breaches of the behaviour code should be recorded and discussed with the SENCO or a member of the Senior Leadership Team. Ongoing records may be kept in a teacher's file and then edited for inclusion into a child's school file. It is therefore essential that all records are completed accurately, with the child's name, date and relevant adult names included. These documents (or copies) would include:

- Letters or notes to parents
- Records of any discussion with parents
- Behaviour target sheets e.g. Smiley charts or similar
- Serious Incident sheet
- LEA Racist Incident Form (RB2), available from the Headteacher/Deputy.

If a child is causing serious or continuous concerns then the above documentation can support or lead to an Individual Education Plan.

STAFF GUIDANCE

Before school starts

1. Children should not arrive in the playground before 8.40am.
2. Children attending Breakfast Club should be brought to the main entrance.
3. Staff responsibility begins at 8.50am; the teacher on duty will be in the playground at 8.40am.
4. Staff to be in the playground before the whistle blows.
5. The whistle/bell to be used by the member of staff on playground duty and children line up on lines.

6. Teachers should lead their class into school ensuring the children are moving quietly and sensibly.
7. Before school starts there are to be no ball games, use of the climbing frame or the traversing wall.

Movement in corridors

1. Corridors must be kept clear at all times, i.e. no furniture; all coats and bags to be on pegs.
2. Pegs should be labelled where necessary and kept in a state of good repair.
3. Everybody must walk quietly at **all** times.
4. Everybody to **keep to the left** at all times.
5. Classes must walk around the school in single file accompanied by an adult. Children should be prevented from rushing ahead by the use of given stopping points.
6. We have corporate responsibility for any child found misbehaving in the corridors.
7. Everybody should respect work, which is on display, and do 'running repairs' if necessary.
8. We all have responsibility for the library area and should monitor its organisation and tidiness.

Playground behaviour

Staff	Children
<p>Teachers away on trips or courses need to arrange a duty exchange.</p> <p>During playtimes Staff will ensure a safe environment for all children. Staff on duty should deal with minor injuries in the playground using the first aid kit. Any injured or sick child will be sent inside, with help, if necessary.</p> <p>Supervise closely any child who they allow to stay in school. Will send out any child they find in the building unsupervised.</p> <p>End of play Duty teacher will send a runner to the staffroom to alert staff that the bell is about to ring. The first bell signals the children to stop talking and stand still. When the second bell rings they should walk in silence to their lines. Staff should reach the playground as the second bell is ringing. Classes should be quiet</p>	<p>Will follow rotas as directed Only play inside climbing frame Only play football in designated areas. All children to ask permission and receive a card to enter the building.</p> <p>Will line up on line quietly and promptly.</p> <p>Will follow teacher into school.</p>

before they are led into school.

Wet play

The duty teacher will decide status of playtime.

Duty teacher will send a message to other classes.

Duty teacher to patrol all classes, Nursery Nurse or teacher to stay with Reception Class.

All classes will have on display a list of wet play rules.

End of day

Any child not collected by 3.25pm will be brought to the reception area and name and time of collection will be recorded.

Stay in class except to visit the toilet, with permission. Y6 helpers to help supervise younger classes.

All computers to be shut down unless supervised by an adult.

No tools or scissors to be used.

There are to be no ball games, use of the climbing frames or the traversing wall.

Assemblies

1. Classes should be lined up, in register order, and settled down in their classrooms before being taken to assembly.
2. Teachers should bring their classes into the hall in single file.
3. Children should sit in rows quietly, allowing walking space at either end of the row.
4. Teachers leaving the hall must wait and supervise their class until assembly starts.
5. All staff to stay for assemblies where appropriate, unless on duty.
6. During assemblies children are expected to be attentive and well mannered.
7. Children should leave assembly in their class rows in a quiet and well-ordered manner. Y6 helpers to lead classes out and staff to stand at various points in the corridor to supervise movement through the school.

Guidance for lunchtime staff

We expect the standard of behaviour at lunchtime to be exactly the same as at other times of the day - whether at lunchtime or during morning and afternoon playtimes. All staff and children should be treated with the same degree of courtesy and respect.

Procedures:

1. Children to be lined up quietly before leaving the class, and to be supervised by SMSA to the toilet and dining hall.
2. Children should stand in the dinner line in a quiet and sensible fashion.
3. Inside the Dining Hall children may talk quietly. They should not leave their seats unless directed to do so.
4. Disruptive behaviour should be reported to a senior member of staff.
5. See the SMSA Supervisor for the rota for bringing junior classes in to lunch.
6. There must be a member of staff in each area of the playground, particularly inside the tennis courts/cage, by the climbing frames, and in fine weather,

around the pergola. Do not stand or patrol in pairs – spread out and monitor all areas regularly. Moving around helps control the children as the children feel you notice them.

7. Share your time amongst all the children; do not get too involved with individuals.
8. Try to avoid confrontation, use the referral guidelines.

Referral Guidelines

1. Children behaving in an unacceptable manner will be reminded of what is expected of them by SMSA (Cavendish Code).
2. If the child continues with the behaviour or responds inappropriately they will be warned that sanctions will have to be taken.
3. For minor sanctions sit the child on the wall by themselves for 5-10 minutes.
4. If a child persistently misbehaves during the week then they may be given a lunchtime detention supervised by a member of the SMT.
5. For more serious matters sanctions are taken by the Head or Deputy in consultation with the class teacher.
6. Persistent misbehaviour could lead to a child being excluded at lunchtime.

Safety

1. No child may go out of school for any reason unless accompanied by a teacher or parent.
2. A SMSA should deal with minor injuries on the playground or in the Welfare Room.
3. All accidents and treatment must be recorded in the Accident Book. Any serious injury must be reported to the member of staff on duty.
4. Children needing to go inside to the toilet should go one or two at a time only and with a permission card.
5. No child may be inside. Teachers will inform SMSAs if there is any special reason.
6. All unsafe play (Bulldog, Crucifix), kicking or play fighting must be stopped at once.
7. Football is only allowed in the sports cage.

POLICY MONITORING AND REVIEW

The implementation of this policy will be monitored by the headteacher and the senior leadership team. They will report to the governing Body through the PPP&P committee. This policy will be revisited annually with staff and reviewed every three years.

APPENDIX ONE

THE CAVENDISH CODE	
We care for ourselves for each other and for our environment	We care for ourselves for each other and for our environment
we treat each other as equals	we treat each other as equals
we try our best and take pride in what we do	we try our best and take pride in what we do
we keep ourselves safe healthy and happy	we keep ourselves safe healthy and happy
we have good manners	we have good manners

APPENDIX TWO
CAVENDISH PRIMARY SCHOOL - DISCUSSION RECORD

Child's name:

Class:

Date:

Telephone/meeting with:

Relationship to child:

Completed by:

Circulate to:

When seen by all appropriate staff store in child's file.

Discussion notes....

Future action....

APPENDIX THREE



HOME SCHOOL AGREEMENT

Cavendish Primary School recognises that children learn best when a purposeful partnership exists between home and school. This agreement sets out the responsibilities of all those involved to ensure that our children reach their full potential.

School – The School will:

- Provide a balanced curriculum which meets the needs of your child
- Provide a safe, secure and happy environment for learning
- Have high standards of work and behaviour and encourage all children to achieve their best
- Expect all staff and pupils to treat each other with respect and tolerance
- Report to you regularly on the educational progress of your child and on general school matters
- Respond promptly and fairly to any concerns raised by parents
- Welcome your support and involvement in the work of the school
- Support the work of the PTA

Parents and Carers – I / We will:

- Support the aims of the school, its policies and guidelines for behaviour
- Encourage my child to have a positive attitude to education by talking about school activities and by supervising or helping with homework
- Expect my child to show respect and tolerance for other pupils and staff
- Send my child to school regularly, on time, ensure they are wearing their uniform and are equipped for the day
- Tell the school about any problems affecting my child's education
- Attend regular meetings to discuss my child's progress
- Support the work of the Governors, staff and PTA

Children – I will:

- Treat adults and other children with respect
- Be polite, friendly and helpful
- Come to school regularly and on time
- Bring all the equipment I need to help with my learning
- Keep the school and class rules so that everyone is happy in the classroom and playground
- Listen carefully
- Do all my class work and homework as well as I can
- Come to school looking smart, tidy and in my uniform

	PRINT NAME	SIGNATURE	DATE
Headteacher			
Teacher			
Parent/Carer <small>please circle</small>			
Child			