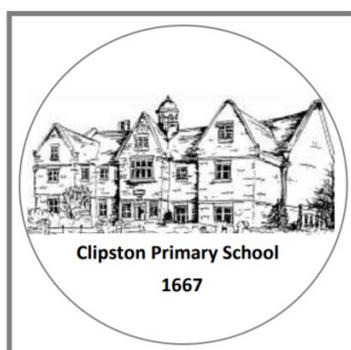


# Clipston Endowed Voluntary Controlled Primary School

## Behaviour Policy (Sanctions and Awards)



### **Be Kind ~ Be Your Best ~ Be Happy**

*In this policy, the role of the governor states that they are responsible for ensuring the effective implementation, monitoring and evaluation of the policy. This - in practical terms - means that this is a day to day management responsibility usually overseen by the Head Teacher, and governors receive a report on the effectiveness of the policy when a policy is reviewed.*

Adopted by the Governing Body: January 2021

Proposed Review: Spring 2023

Signed .....

**Mrs Helen Bellamy: Chair of Governors**

**Do to others as you would have them do to you – Luke 6:13**

## **Aims of Clipston School**

Clipston Endowed VC Primary School aims to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence, a deep sense of self-worth, and an understanding and deeper appreciation of our Christian heritage. To achieve this, we aim to:

- a) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- b) Promote spiritual development and the ability to grow and flourish as human beings.
- c) Support children in building relationships which reflect Christian values.
- d) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- e) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- f) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- g) Ensure equal opportunities for all.
- h) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- i) Develop a sense of pride in belonging to Clipston Endowed VC Primary School.
- j)

To achieve these aims staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

## **Policy Principles**

This policy has been written using the Department for Education's guidance to Head teachers "Behaviour and Discipline in Schools" and acknowledges the school's legal duties under the Equality Act 2010, in respect of pupils with Special Educational Needs (SEN).

We believe that children flourish, grow and develop pride in themselves in an atmosphere of praise and encouragement. In order to achieve this, certain standards must be fully understood and maintained. These standards are our school rules. We actively seek to apply these standards and strive to uphold them at all times. The school rules are adopted by the school community of children, parents, teachers and governors. These rules are displayed in prominent positions around the school to promote positive behaviour.

## **Our School Rules**

We have four school rules which we expect every member of the school to uphold:

1. Treat others as you would like to be treated.
2. Always try to do our best and stay positive
3. Always use kind hands, kind feet and kind words
4. Follow instructions at the first time of asking

The powerful influence of home and school working in partnership will support our children in becoming happy, fulfilled and successful members of society and contributory citizens of the world.

## **The benefits of good behaviour**

It is important that both children and adults know and understand what is expected of them in school.

### **For the children:**

- Children need to realise the importance of the way they behave and how it affects themselves, their peers and their teachers.
- Everyone should be able to work in a calm, quiet atmosphere, concentrating on their learning, free from disruption from others.
- Children learn to care for each other and about the importance of friendship. Older children are good role models to our younger children.
- Children learn self-respect, develop self-confidence and increase self-esteem in school.
- Children learn to try their best and what it is to feel proud of their hardwork, perseverance and achievements.

### **For the staff:**

- With expected behaviour choices from the children, staff are able to teach what they have carefully planned and thus meet the needs of all pupils.
- Lessons are then stimulating, worthwhile and free from disruption.
- Staff can spend more time with children to support their learning.

### **For parents:**

- Parents can feel confident that the school are learning in a positive environment.
- Parents can build relationships with the school in order to work together to provide the best possible learning environment for their children.
- Parents will know that their children will receive guidance, support and encouragement to behave well.

## **Behaviour that we wish to encourage**

We all need to have a common understanding of what good behaviour is, so that we can work together to achieve our aims. Behaviours we encourage, support and develop are:

- Honesty
- Self-regulation
- Respect for all adults, peers and property
- Politeness
- Humility
- The ability to listen well to adults and peers
- The ability to express our opinions appropriately
- The ability to appreciate that others have different opinions to us
- Tolerance and understanding of others
- Patience
- Pride in achievements, both academic and personal
- Cooperation
- A sense of calm
- Personal tidiness and care for ourselves and our belongings
- Care for our environment

This list is not exhaustive

### **Behaviour that is deemed unacceptable**

We must all work together to discourage the behaviours we do not wish to happen:

- Bullying of all types including aggression
- Disrespecting others
- Bad language
- Words that are prejudice towards others
- A “don’t care” attitude towards learning
- Conduct in lessons which reduces the capacity of teacher to teach and others to learn

### **Positive behaviour strategies**

The following strategies are used to promote good behaviour:

- Listen to children
- Criticise the action, not the child
- Displaying of and referring to the school rules
- Be positive role models
- Be consistent in our expectations to children
- Praise good behaviour
- Give children jobs and responsibilities
- Value children’s ideas
- Reward appropriate behaviour choices with praise, stickers, class awards and house points
- Have high expectations for all areas of children’s learning in school - behaviour, attitudes and academic work

### **Rewards and Sanctions**

In each classroom the Rewards and Sanctions Ladder is displayed. Children move up the ladder and gain rewards for good behaviour and down the ladder when they require sanctioning for inappropriate behaviour choices. An example of a Rewards and Sanctions Ladder can be found in Appendix 1.

#### **Rewards**

At Clipston Endowed VC Primary School, we place a strong emphasis on rewards and privileges to support the adherence to our behaviour aims. We celebrate good behaviour by using a range and variety of rewards. All children can be awarded House Points. Winners of the House cup earn an incentive e.g. extra playtimes or story-time session each half-term.

Other rewards may vary according to the age of the children and could include:

- Verbal praise
- Individual stickers
- Team points
- Table stickers
- Special jobs
- Helping others in class
- Special class events such as “parties”.
- Choosing special activities
- Gold Awards
- Head Teacher’s Awards

## **Sanctions**

A variety of strategies are used to address unacceptable behaviour choices:

- Check that the child understands why they are in trouble
- Establish that the child knows that the behaviour was unacceptable and how it has affected others
- Talk with the child to discuss strategies to avoid the same situation in the future.

Teachers use a variety of methods to help children take ownership of their behaviour. These can include:

- Verbal warnings
- Visual warnings – teacher’s “look”
- Tactical ignoring
- A private reminder
- Repetition if a task is not completed satisfactorily
- Time out from the activity to go elsewhere to reflect
- Time to talk with a member of staff to discuss what “went wrong” and discuss strategies to help the child improve / avoid the same thing happening again.
- Miss part / all of morning break or lunchtime
- Missing a club or activity
- Time to talk with the Head Teacher
- If a child does something really awful or dangerous, the matter will usually be articulated to parent, either by phone call or letter.
- Continual inappropriate behaviour choices may result in a child being placed “on report” so that parents can be kept informed of the types of inappropriate behaviour that are taking place daily and when. The precise arrangements for “Being on Report” will depend of the developmental level of the child.

If inappropriate behaviour persists, a meeting may be arranged with parents and a Behaviour Action Plan may be drawn up and monitored. Support from external agencies such as Jogo Behaviour Support may be commissioned.

## **Permanent or Fixed Term Exclusions**

In exceptional circumstances where a child has seriously breached the school’s Behaviour Policy or is involved in a serious incident, the Head Teacher may exclude a pupil. Any action to exclude would follow the Local Authority guidelines and/or government advice (e.g. the Exclusion Flow Chart, an example of which is shown in Appendix 2).

A pupil may be excluded for:

- Physical assault against a pupil or adult
- Verbal abuse / threatening behaviour against a pupil or adult
- Persistent bullying
- Racist or homophobic abuse
- Sexual misconduct
- Theft
- Persistent disruptive behaviour
- Being found with weapons or drugs in school

Exclusions at Clipston School are exceptionally rare.

## The Role of Governors

The Named Governor for Behaviour and Discipline (Mrs Helen Bellamy) may be made aware of circumstances pertaining to a particular pupil. Incidents of very poor behaviour are recorded in the Behaviour Incident Log which is monitored by the Governing Body at least three times per year.

## The School Bus

We expect the children to behave properly on the bus, to ensure the safety of all on board, and we support parents in enforcing the following expectations:

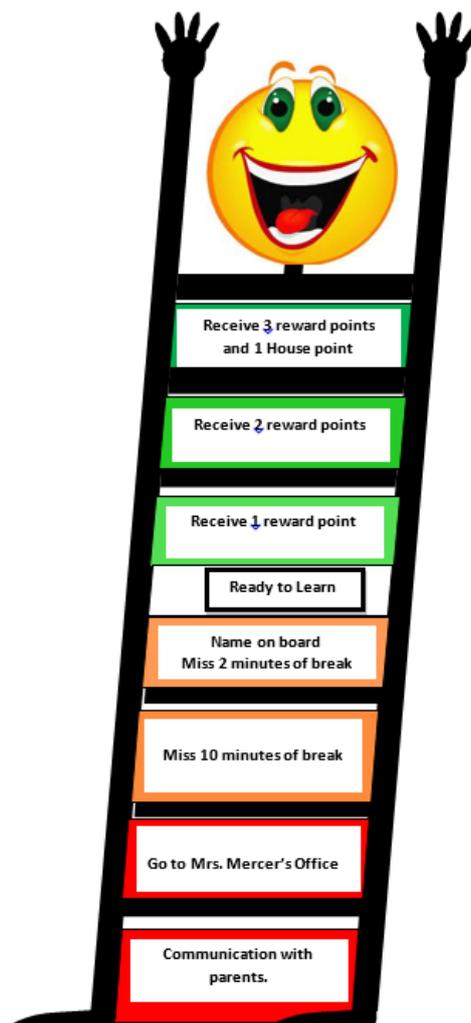
- Find your seat quickly
- Remain seated until the bus reaches your stop
- Talk and behave quietly; do not disrupt the driver
- Be polite to the driver

Should a child behave inappropriately on the bus, we may liaise with the driver and Bus Company to discuss what steps need to be taken to support and improve the behaviour. A seating plan for the individual child, or all the children, may be introduced.

## The Home-School Agreement

This Policy should be read in conjunction with our Home-School Agreement, which can be found on our school website [www.clipstonprimaryschool.org](http://www.clipstonprimaryschool.org).

## Appendix 1 - Rewards and Sanctions Ladder – Example



## Appendix 2 – Exclusion Flow Chart - Example

### Exclusion Flowchart

**Decision:** Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

**Contact parent:** The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

**Lunchtime exclusion:** Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6<sup>th</sup> day duty to provide full-time education.

**Exclusion during morning session:** the exclusion takes effect from the afternoon session; notice must be given to the parent before the start of the afternoon session.

**Exclusion during afternoon session:**  
- if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.  
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

**Written notice:** The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupil's can excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

### Educational provision during the exclusion:

- The school has a duty to arrange suitable full-time educational provision from and including the 6<sup>th</sup> consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1<sup>st</sup> day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.

### Reintegration interview:

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

**Primary:** School **must** offer a reintegration interview after any exclusion

**Secondary:** School **must** offer a reintegration interview for an exclusion of 6 or more school days.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.