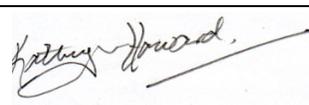




CALCOT INFANT AND JUNIOR SCHOOLS

Behaviour Policy

Document Control

Adopted, Adopted and Adapted Or Schools own:	Schools Own
Annual/Bi-annual	Bi-annual
Responsible Committee:	Curriculum
Ratified by Full Governors:	November 2017
Review Due:	November 2019
Chair of Governors Signature Mrs Kath Howard:	

Change History

Version	Date	Amendment Or No Change
Version 1	May 2014	No Change
Version 1	May 2015	No Change
Version 2	September 2017	Slight amendments

Website History

Version	Date on website
Version 1	19.11.14
Version 1	Dec 2016

Calcot Schools Behaviour Policy

Behaviour Policy Updated September 2017

“Good behaviour is necessary for effective teaching to take place and for pupils to flourish and feel happy in the school environment”

The Governing Body accepts this principle and seeks to

AIMS

To create and contribute to an effective and secure learning environment, where everyone feels valued, respected and safe

To encourage and provide opportunities for all children to take ownership of and responsibility for their own actions

To provide a framework that consistently enables all children to develop a love of learning and school life.

To clearly communicate our expectations of behaviour at work, play and in our local community

To develop an effective partnership with parents and carers that ensures a shared responsibility in the implementation and achievement of these aims.

SCHOOL ETHOS

We know that the creation and maintenance of an excellent ethos is integral to high quality behaviour and happy children.

We will

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- 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 contributions of all.

ROLE OF ADULTS

We will ensure that we

- use positive language and clear body language
- talk politely with each other, especially when asking for things or making requests
- adopt a calm approach/supportive attitude when communicating with each other
- talk and listen with respect at all times
- ensure consideration when teaching and learning is taking place
- have high expectations that are clear and consistently applied
- use appropriate strategies to sustain positive behaviour and ensure that all staff are trained appropriately (and that pupils are made aware of strategies employed)
- take account of children's social and emotional needs and adapt how we (as adults) communicate to children in respect of these
- value and respond to every individual within our school irrespective of colour, race, religion, gender, sexual orientation or background

THE CURRICULUM AND LEARNING

We ensure and plan for outstanding behaviour and ethos through the delivery of our curriculum by

- delivering an interesting and engaging curriculum which is regularly reviewed
- making all lessons accessible to all learners and include challenge for all
- providing interactive and varied lessons using different teaching styles to motivate and engage all pupils
- modelling and promoting independent learning
- quality marking and valuing children's work

We expect the pupils to

- try their best
- be independent by knowing where to find support
- know what their next steps are
- respect each other by allowing everyone to learn and by being accepting of all abilities and efforts

CLASSROOM MANAGEMENT

We ensure and plan for outstanding behaviour and ethos through the management of our classrooms and the wider school environment by

- the provision of engaging teaching and activities
- modelling choices; ensuring a clear understanding of any possible consequences
- ensuring all children are treated equally and fairly
- providing positive role models
- ensuring all children feel safe, valued and that all opinions are respected
- providing timely and informative feedback for class work and homework

We will provide an effective learning environment by

- ensuring the learning area is welcoming, tidy and looked after
- ensuring all displays are child friendly and resources are relevant, accessible and up to date
- ensuring classes are organised to promote independence, personal initiative and effective learning eg labelling, easy access etc
- providing a clear structure to the day with clear routines and transitions between tasks
- ensuring our classroom furniture is organised to promote and facilitate on task behaviours

COMMUNICATION AND PARENTAL PARTNERSHIP

In order for communication and relationships with parents and carers to contribute to outstanding behaviour and ethos all staff will keep parents informed through

- target booklets
- SAP meetings.
- curriculum letters
- updated websites
- parent consultations
- weekly newsletters
- parent mail

have open and accessible communication through

- presence in the playground
- teachers on duty at doors in the morning and end of the day
- availability of office staff
- quick response to any enquiry or concern

show mutual respect through

- understanding and explanation of expectations
- availability of staff
- shared knowledge and regular discussions
- positive and calm language

have a consistency of approach from all by

- availability of office staff who are professional, confidential, welcoming and understanding
- employing a caretaker who is welcoming, positive and committed to maintaining the school to the highest possible standards
- ensuring our governors have a good knowledge of the school

we would ask that parents and carers

- show mutual respect
- make time to read communications and approach staff immediately if they need further clarification or need any support
- have open dialogue with staff
- support our consistent approach
- support homework policies
- inform us as quickly as possible of any concerns or worries

OUR PUPILS

We expect our pupils to contribute to outstanding behaviour and ethos by

- being involved in deciding/setting classroom rules
- being part of a school council process that looks at behaviour and seeks way to improve it if required
- older children demonstrating mature behaviour and acting as pupil role models
- being playground buddies for others who find such times more difficult
- being self reflective (with adult support if appropriate) and able to discuss their behaviour, considering alternative ways to overcome anger, distress, conflict
- taking up opportunities to hold responsibilities – E.g. register monitors, ICT team, house captains etc
- becoming involved in praising/recognising good behaviour in others
- learning how to play safely

The school will

- provide pupils with a 'voice' to express their concerns (school council, governor meetings, PSHE lessons, ELSA etc)
- provide opportunities for pupils to improve their behaviour through responsibilities, rewards, modelling behaviour, extra support etc
- involve children in the formation of this policy
- involve children in writing and reviewing their classroom rules

- provide opportunities for children to work with lunchtime supervisors in the development and maintenance of a lunchtime charter

RULES AND PROCEDURES

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, 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;
- be consistently applied and enforced;
- promote the idea that every member has responsibilities towards the success of the school

REWARDS

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

Some of our rewards are consistent from F1 to Year 6. These include

- Praise – verbal or written
- Stickers on child or on work
- Being sent to another member of staff to share good work etc
- Friday Celebration Assemblies – certificates, Manners Awards, Owl Badges, Attendance Awards etc
- Postcards sent in the post
- Positive Post Its

Other rewards might reflect the age of the children. These include

- Golden time
- Personal stickers – ‘ask me what I’ve done’
- Smiley faces
- King and Queen of tidying up
- Cuddly toy that is sent home for the weekend
- Star of the Day
- Raffle tickets with rewards such ‘as work with a friend in ICT’
- House Points
- Small rewards e.g. pencil, rubber
- Celebration Tea with Headteacher (Juniors for reaching platinum in the house point system.)
- Special Lunch Table (Infants)

Other rewards might be used for a designated time and for a particular reason

- In it to win its (Manners Week)
- Sporting stickers/certificates (Sports Week)
- Team table stars
- Marbles in a jar
- Behaviour charts (individual pupils)

SANCTIONS

Although rewards are central to the encouragement of good behaviour, realistically there is a need for some sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

We will not accept bad language, rudeness or aggressive behaviour to staff or children, racist or bullying behaviour. Low level behaviour will be dealt with in class whenever possible and children will be expected to make good choices after a verbal warning. However the sanctions below act as a flowchart if poor behaviour accelerates.

These include

- Verbal warnings
- Being moved to sit elsewhere in the classroom
- Sent to parallel class for time out
- Being sent to SLT class (MC, FB, LH)
- Being kept in for some of break time or lunchtime with member of SLT
- Parents informed
- Sent to Deputy Head or Headteacher
- Lunchtime Exclusion
- Class Exclusion

Once children reach this point the incident will be logged as a behaviour incident.

At lunchtime when children are eating low level behaviour will be managed by lunchtime staff in the hall by moving children after verbal warnings. Continued poor behaviour at lunchtime will be reported to the class teacher but managed by SLT who will be on duty every day. This could result in the sanctions above appropriate to the severity of behaviour.

Inappropriate behaviour is categorised into three stages.

Stage 1- Low level classroom disruption that will be managed by the class teacher.

Stage 2-Low level disruption that continues even after stage one sanctions have been implemented or more serious behaviour that requires SLT involvement.

Stage 3- Behaviour that is aggressive or abusive and breaks our school rules will be dealt with by the Head or Deputy Headteacher. Continued behaviour of this type could lead to a formal exclusion.

Behaviour Seen	Stage 1-3	Referred to	Sanction	Recorded on SIMs	Parents Informed?
Running	1		Verbal warning/ Language of choice		Not formally but communicated with parents if felt necessary.
Chatting	1				
Calling out	1				
Not following class rules	1				
Work avoiding	1				
Low level distractions	1				
Disrespectful – talking over/fidgeting	1				
Play fighting with friends	1				
Leaving children out	1				
Misuse of equipment	1				
Bickering on playground	1				
Conduct around school	1				
Corridor behaviour	1				
Behaviour Seen	Stage 1-3	Referred to	Sanction	Recorded on SIMs	Parents Informed – by class teacher
Consistent poor Level 1 behaviour	2	Other members of the team Assistant Head			Yes
Writing on people with whiteboard pens	2		Written apology at breaktime		
Throwing objects	2		Written apology at breaktime		
Hurting people	2		Written apology at breaktime		
Breaking objects	2		Written apology at breaktime		
Damage to classroom property	2		Written apology at breaktime		
Graffiti on walls	2		Clean it off		

			Written apology at breaktime		
Accidental/Hearsay swearing	2		Discussion		
Rudeness	2		Written apology at breaktime		
Collective toileting	2		Discussion		
Refusing to produce work on a regular basis	2		Homework		
Inappropriate touching	2		Discussion		
Lying	2		Discussion Written apology at breaktime		
Behaviour Seen	Stage 1-3	Referred to	Sanction	Recorded on SIMs	Parents Informed – by DH/HT
Swearing at pupils or staff	3	DH/HT	Internal Lunchtime exclusion in school with SLT	Yes	Yes
Aggressive behaviour to self or others Verbal intimidation	3		Internal lunchtime and daytime exclusion in school with SLT	Yes	
Fighting	3		Internal lunchtime and daytime exclusion in school with SLT	Yes	
Stealing	3		Internal lunchtime and daytime exclusion in school with SLT	Yes	
Bullying <ul style="list-style-type: none"> • Racism • Homophobic bullying 	3		Internal lunchtime and daytime exclusion in	Yes	

• Cyberbullying			school with SLT		
Deliberate vandalism	3		Internal lunchtime and daytime exclusion in school with SLT	Yes	

The very serious consequences of consistent antisocial and aggressive behaviour would be

- Fixed Period Exclusion
- Permanent Exclusion

On occasion adaptations to the sanctions may be made. This will be to meet the specific needs of an individual pupil or circumstance. All behaviour management strategies are monitored closely and changes may be made to this policy by the Headteacher when discretion for individual circumstances are deemed necessary.

Fixed Term and Permanent Exclusions

Exclusions are rare. They are only used after all other sanctions and strategies have failed and when allowing the child to remain in school would be detrimental to the education and welfare of others in the school or after a pupil has seriously breached the school’s discipline policy. Only the Headteacher (or Acting Headteacher) has the power to exclude a pupil from the school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if circumstances warrant this.

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time the Headteacher makes it clear that the parents can, if they wish, appeal against this decision to the governing body. The Headteacher informs the parents how to make any such appeal. This contact may be made by telephone initially and all the information is also put in writing and given to the parents within one school day of the exclusion.

The Headteacher informs West Berkshire LA and the Governors about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion made by the Headteacher.

The Governing Body has a procedure for dealing with complaints and appeals. The relevant committee considers any exclusion appeal on behalf of the Governors.

When an appeal panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation made by the parents and West Berkshire LA, and consider whether the pupils should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Lunchtime Exclusion

Some pupils' behaviour can be particularly difficult at lunchtime. Where this is the case, it may be possible, through discussion and agreement with the parent, to arrange for the pupil to go home for lunch.

If this is not feasible, provision exists to exclude the pupil for the duration of the lunchtime, placing the legal responsibility for the child back with the parent.

Where lunchtime exclusion is used, it is as a short term measure only, with regular review of whether it continues to be an appropriate approach. Lunchtime exclusion, must be treated as equivalent to a quarter of a school day. If these quarter days add up to more than 5 school days in a term, including when they are added to other fixed term exclusions, this will entitle the relevant person to make representations to the Governing body.

The telephone number for the Advisory Centre for Education (ACE is an independent national charity providing advice to parents) exclusions information line – 020 7704 9822 and their website address – www.ace-ed.org.uk

Reintegration Following a Fixed Term Exclusion

Following DCSF guidance, a reintegration interview with parents is arranged between the Headteacher and parents, following a fixed period exclusion. The purpose of this interview is to discuss how best the child's return to school can be managed.

The Calcot Schools follow the West Berkshire reintegration Guidelines written by the Behavioural Support Team.

More information about Anti-Bullying

Details can be found in the Anti-Bullying Policy.

HOW WE MONITOR THE SUCCESS OF THIS POLICY

- Through regular reviews at staff meetings
- Discussions with children and school council
- PSHE lessons
- Feedback and meetings with Teaching Assistants and Lunchtime Supervisors
- Feedback from visitors
- Governor monitoring
- Record of complaints

THIS POLICY WILL BE REVIEWED IF REQUIRED ON A BIENNIAL BASIS