

Cavendish Church of England Primary School Behaviour, Attitudes and Relationship Policy



Signed: On behalf of Governing Body	
Signed: Headteacher	
Date:	Autumn Term 2022
Date to be Reviewed:	Autumn Term 2023

Our Vision

In our school our Christian vision shapes all we do.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

Applying our Vision statement

Cavendish C of E Primary School promotes a high standard of behaviour and an inclusive atmosphere where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others, self-discipline, compassion and consideration where the attitudes and behaviour of each individual child and school member actively contributes to these values and our community.

Children are expected to be polite and to show respect for other people and property. In class children should join in the lesson to the best of their ability by listening carefully, answering and asking questions and by participating fully in activities. This is reflected in our golden rules and in the school prayer.

We place great emphasis on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written. Positive and constructive comments are written at the end of children's work to recognise effort, improvement and achievement of targets set. Stickers, house points, certificates and praise are rewards for helpfulness, kindness, positive attitude, politeness and effort in work.

Our Aims and Intent

- to develop a moral framework within which initiative, responsibility and sound relationships can flourish
- to enable children to develop a sense of worth and a respect and tolerance for others
- to produce an environment in which children feel safe, secure and respected.

For children to show:

- self confidence
- self-control
- respect and tolerance for others
- pride in their achievements
- an interest in their activities
- empathy with others' feelings

For children to develop:

- responsibility for their learning and environment
- an independence of mind and self-esteem
- a sense of fairness
- an understanding of the need for rules and laws

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- a respect and tolerance for others' ways of life and different opinions
- the ability to accept fair criticism
- attitudes to support inclusion and celebrate diversity
- a resilient approach to learning
- the confidence to challenge any bullying and abuse
- an understanding of and respect for British Values and Christian Values

Implementation

Staff will:

- treat all children equally, irrespective of gender, race, religion, physical or mental health needs, or any other protected characteristic
- play an active part in building a sense of community in applying the agreed standards of behaviour consistently
- have a responsibility to model self-esteem, respect for others and self-discipline
- be alert to signs of bullying, cyber-bullying and intolerance, hatred and extremism and deal firmly with such problems, in line with school policies
- record any incident of harassment against the protected characteristics under the Equality Act and alert the Headteacher and other staff
- be alert for any inappropriate use of language, including that used without full understanding of implied meaning
- will alert the Headteacher to behaviours indicating vulnerability to radicalisation
- deal sensitively with children in distress, listen to them and deal with any incident appropriately
- support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties
- be proactive in responding to allegations of bullying or intimidation (see Anti-bullying Policy)
- separate the behaviour from the child
- explicitly refer to the behaviour code as part of pastoral teaching including PSHE
- put measures in place to support safety, both of the individual, and those around them.

Children:

- should treat others fairly and with tolerance and respect for others' views and rights
- should accept responsibility for their own choices and actions
- should seek support if they believe others are being treated unfairly
- should be given opportunities to show responsibility by taking turns to do appropriate jobs
- some children may be given personalised behaviour targets to help them meet school expectations
- should engage with specific support to develop appropriate behaviours and attitudes

Governors will:

- model and uphold the school ethos and vision statement
- monitor behaviour records (anonymised) over time to identify trends (effectiveness of approach)
- support staff expectations of behaviour
- sit where appropriate on the Exclusions Committee
- manage the response of any malicious allegations made against staff

Rewarding good behaviour

Includes:

- praise from staff
- responsibilities given
- showing good work to the class, other staff, whole school (Collective Worship, newsletters)
- stickers and certificates
- informing parents
- house points
- peer praise
- eligibility for pupil voice councils
- Headteacher and House Captain Awards

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Unacceptable Behaviour including Bullying

- disobedience to a reasonable instruction
- physically hurting someone
- spitting
- inappropriate language and swearing
- discrimination or intolerance to others including any characteristics as defined by the Equality Act
- making unkind remarks
- damaging property
- answering back, rudeness or aggression
- stealing
- forming gangs and harassing others
- truancy
- cyber-bullying or intimidation using social media
- inciting hatred or poor behaviour in others
- repeated poor behaviours over time

Reasonable Response

In extreme cases to avoid immediate danger or harm safer movement techniques may be used by trained staff. This is in line with DfE guidance, and a formal meeting with parents would follow.

Response

When children's behaviour falls below an acceptable standard, a range of responses may be used to understand and support the child in making appropriate choices next time.

A conversation from a member of staff is expected to be sufficient to redirect children. However, sometimes the following procedures may need to be adopted:

1. children are given a warning
2. child's name recorded on 'lost learning' sheet (usually 5 mins learning to be made up at lunchtime)
3. if work is outstanding after two lost learning sessions, it will be sent home
4. time out – removal from the scene of an incident to work in another area, or to allow emotional regulation.
5. completion of behaviour reflection sheet with adult and an apology letter – copy to Headteacher
6. change of seating position within classroom
7. ELSA and trauma wellbeing support.

Other responses include:

- sending child to Headteacher
- loss of part or all of playtime
- loss of privileges
- behaviour targets and tracked timetable
- a verbal or written apology
- a meeting with parents
- planner/incident book
- regular reporting to the Headteacher
- other sanctions following discussions between parents, class teacher and Headteacher
- exclusion from school – following LA guidelines – see Exclusion Policy.
- Any sanctions in place would also include emotional and wellbeing support to address underlying concerns.

Role of families.

Parents and carers have a vital role in promoting good behaviour in school, so effective home/school liaison is very important. Parents and carers should keep the teacher informed of behaviour changes they

may be experiencing at home and any personal circumstances which may affect their child. Please be assured that all information is dealt with through our framework of professionalism and confidentiality.

Teachers need to be able to depend on parents' and carers' full support. By signed the Home School Agreement children and families are agreeing to support school ethos and values. We expect all visitors to our school to model appropriate behaviour.

Levels of Behaviour Management in School

Level	Pupil Behaviour	Teacher Action	Extra Support
1	Pupil respects the rights of others, is co-operative and self- controlled	Positively reinforce behaviour – specific feedback e.g. encouragement, sharing success, responsibilities, house points, stickers, certificates and praise	Involve colleagues, parents and whole school in pupil achievement. Use of the vision statement and modelled behaviour is embedded in the school.
2	Minor disruptions, talking, off task, poor concentration, low concentration levels.	Teacher seeks supportive solution with student, negotiating small steps to success. Use of lost learning to complete work if appropriate. Reflection on disruption caused. Uses range of behaviour strategies.	If necessary involve SENDco/SES to define problem and assist in solution.
3	Persistently infringes on the rights of others. Rude or disruptive behaviour. Continuing level 2 behaviour.	Teacher consults with colleagues and informs parents. Monitor with behaviour/incident logs (Appendix 2) and continue range of strategies.	Involve support from SENDco/SES/Headteacher. Seek to identify underlying concerns.
4	Continually breaches the rights of others, verbal or physical assault, defiance or continued determination in behaviour.	Teacher consults with colleagues, support staff and parents. Behaviour/incident logs kept and reviewed with Headteacher. Modified playtime privileges, time out, daily behaviour report, agreed period of internal exclusion, withdrawal from school trip or other events.	Must involve Headteacher and parent. Risk assessment, consistent approach, emotional support.
5	Seriously violates the rights of others and shows no signs of wanting to improve e.g. abusive, poor effect on peers, uncooperative, verbal or physical assault.	Teacher refers the problems directly to Headteacher or named Alternate. The Headteacher will consider action in accordance with the appropriate policies, including the Restraint and Health and Safety policies. After discussion with pupil and parents, an internal or fixed term exclusion may be considered. See Exclusion Policy.	Involve Headteacher, parent and other agencies. Risk assessment, consistent approach, structure and emotional support.

Staff Development

Staff regularly discuss and review behaviour patterns across the school. As a small school our ethos is to ensure that every adult is proactive in modelling and expecting the highest behaviour standards from every child. Staff receive regular update training about managing behaviour. The school benefits from three qualified SENDCo practitioners.

External Agencies

Staff are proactive in seeking to address behaviour issues, including liaising with external agencies and families to help identify concerns and work together positively. Staff recognise that poor behaviour may be a secondary factor with underlying causal concerns which need to be addressed.

Monitoring

The behaviour of the children and success of this policy will be monitored continually by class teachers. Lunchtime and class incidents are monitored by midday assistants. If needed, incidents are recorded. Information about the behaviour of the children will be sought informally from the whole school community. Lost learning is reviewed weekly. Behaviour trends are reviewed half termly by CT and HT in pupil progress meetings. HT and Governors review behaviour log termly.

Transition

Meetings are arranged with preschools and secondary feeder schools. These take place in the summer term before the academic year commences. Additional support and/or visits for children / parents / carers may be offered to support transition. Occasionally a reduced timetable is offered to ensure success, allowing a pupil additional time to settle in and to adjust to their new setting. Class teachers liaise weekly to review individual behaviour concerns as a standing agenda item in our staff meetings, but behaviour is also discussed with the Headteacher as part of the termly pupil progress meetings. A final transfer meeting between all year group teachers takes place each summer term.

The school recognises its legal duties under the Equality Act 2010, and as an inclusive Christian setting, recognise that some children may require a more sensitive and differentiated approach. This may include pupils with safeguarding and child protection needs or children with special educational needs, including mental health.

(This policy complies with Section 89 of the Education and Inspections Act 2006 and is to be read in conjunction with the Anti-Bullying policy, it will be reviewed by staff annually)

Covid-19 – Addendum Autumn 2022

The school follows government and Suffolk Health guidelines, operating a scale up scale down model. Further details are available from the covid-19 risk assessment. The behaviour and relationships policy may be subject to adjustments under the different levels of example of bubble groups are introduced and advice of PPE changes.