



## CAMPTON LOWER SCHOOL

### A POLICY STATEMENT FOR BEHAVIOUR

#### AIMS

Our aim is that staff and children should work together to ensure the well-being, security and safety of others.

The behaviour of children in and around the school should reflect a caring attitude towards others.

Staff and pupils should work together to successfully promote a happy, secure and welcoming atmosphere in school.

Our school community promotes a clearly understood policy of non-violence relating to physical, verbal and mental interactions. (See \* for further details)

#### MANAGEMENT

Positive social interactions will be encouraged at all times.

Good behaviour will always be expected as the norm.

It is important that all teaching and support staff use a common system of rewards and sanctions for management of behaviour. (See Appendix 1)

All members of our community will be encouraged to have a sense of self-value and mutual respect for each other. They will always be encouraged to apologise properly to whoever they have hurt, upset or disappointed.

#### PARENTS

Parents will be kept informed of incidents of excellence as well as behaviour which may cause problems.

Parents are asked to communicate to school any circumstances which may influence their child's behaviour.

Children are less likely to encounter difficulties if the behavioural expectations and boundaries are similar between home and school. Therefore we aim to work in partnership with parents to encourage and develop positive behaviour. This may be through Pastoral Support Plans or Early Help Assessments if a child's behaviour is an on-going cause for concern.

Parents will be informed if their child has behaved in a way that has disrupted the learning of others, caused concern in relation to health and safety or caused harm to another child. They will be informed if their child is persistently disrespectful or repeatedly fails to respond to adult intervention.

If a parent is informed about their child's poor behaviour the behaviour must be considered to be beyond the scope of that managed on a daily basis, either in terms of severity or frequency. All comments or discussions with parents about their child's behaviour will take place in privacy.

Staff will seek parents' views and support in developing appropriate behaviours.

The school will actively encourage positive images of all children and at all costs discourage any negative labelling by adults or children.

Class teachers will keep a record of conversations with parents about pupils' behaviour and, when possible, parents will be asked to initial the record at the time of discussion.

### **STEPS TO REINFORCE POSITIVE BEHAVIOUR (including good work)** – see 'Appendix 1'.

- Verbal praise
- Stickers/House points
- Class certificates
- Assembly Certificates
- Letter of Commendation to parents

### **STEPS TO MINIMISE NEGATIVE BEHAVIOUR** – see 'Appendix 1'

- Verbal warnings or prompts
- Cool down time in own room
- Cool down time in another teacher's room
- Supervised indoor time at playtimes/miss 'Golden Time'
- Headteacher consulted about persistent negative behaviour.
- Parents invited to discuss strategies, such as frequent record of positive and negative behaviour, regular meetings, etc.

\*This includes copying inappropriate behaviour or verbal abuse experienced elsewhere, eg TV. Retaliation is also not permitted, being the escalation of the violent act. Any child who is the subject of violence or any form of bullying is expected to tell an adult, who will always act on this information.

The school does not condone fighting of any kind; 'ganging up'; bullying –verbal or physical; throwing missiles (inside or outside); physical abuse (eg biting, scratching, pushing, slapping); racial abuse.

### **EXCLUSION**

Incidence of exclusion at Campton Lower School are very rare however, in cases where a child's behaviour puts either themselves or others at risk of serious harm, or causes significant disruption to learning, the Head Teacher may exclude them from school. This decision is always considered seriously and the Head Teacher will inform the Chair of Governors of the decision to exclude. Exclusions are reported to the Local Authority at the time they happen and to the Governing Body on a termly basis. DFE advice and procedures in respect of exclusions from school can be found here:

<https://www.gov.uk/government/publications/school-exclusion>

### **Fixed Term Exclusion**

In the majority of cases it will be possible to inform the parents that the pupil is at risk of exclusion. Steps will be taken to try and avoid exclusion such as the implementation of a Pastoral Support Plan, involvement of Jigsaw (the Behavioural Support Service), Education Welfare Service or School's Inclusion Officer. All children identified as being at risk of exclusion will have an Early Help Assessment (EHA).

In exceptional circumstances the Head teacher may decide to exclude a pupil following one serious incident. Such incidents may include significant harm to another individual, physical assault on an adult or behaviour that puts themselves, or others, at significant risk. Incidents will be considered and evaluated individually.

Parents will be contacted and informed of the exclusion on the day of the decision. This will include the reason for exclusion, dates that the child is excluded and the arrangements for returning to school.

Reinstatement will be on the terms of a Pastoral Support Plan if the pupil does not already have an individual plan. The pupil's behaviour will be closely monitored and regularly reviewed with their parents.

### **Permanent Exclusion**

If it becomes necessary to permanently exclude a pupil in order to ensure the safety and education of all children, DFE guidance will be followed. Advice will be sought from the Education Welfare Officer and Area Inclusion Officer.

### **The Right to Appeal**

Parents have the right to ask for the decision to exclude a child to be reviewed by the Governing Body. In respect of Fixed Term Exclusions, the Governing Body cannot overturn the Head teacher's decision but can have their findings attached to the record.

The Governing Body may take the decision to reinstate a child who has been permanently excluded by the Head teacher.

If parents feel the school has failed to implement its policies they should follow the school Complaints Procedure.

Date policy agreed \_\_\_\_\_

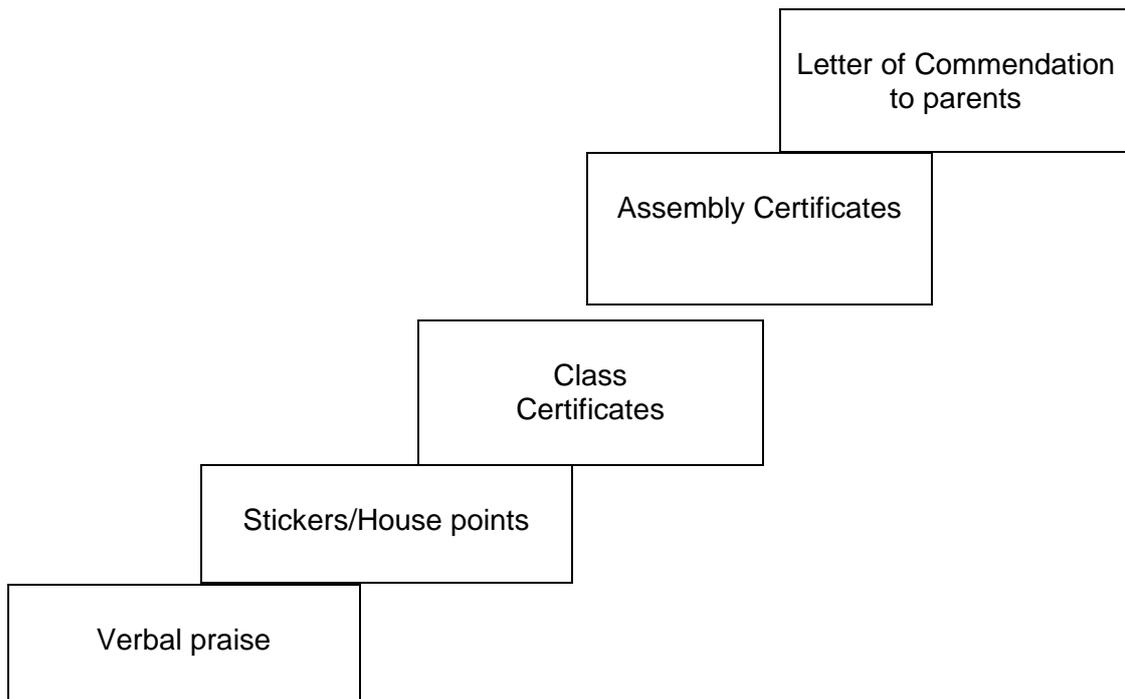
Signed \_\_\_\_\_

Date of Commencement of the Policy July 2016

Date of Endorsement by the Governing Body July 2016

Date to Review July 2018

**Appendix 1: Consequences to reinforce positive behaviour -STEPS**



**Appendix 1: Sanctions to minimise negative behaviour -STEPS**

