

Behaviour Policy
Clifford Road Primary School

Our Mission Statement at Clifford Road

“Celebrating Achievement in all”

Ethos

At Clifford Road we want to encourage and develop a love of learning for our pupils that will stay with them throughout their lives.

Our aim is that they are healthy and safe, that they enjoy and achieve in all that they do and that they make a positive contribution to society and have success in the future.

This is underpinned by our belief that all children should be valued and treated fairly and consistently regardless of their ability. Personal, social and health education run throughout our school and together with Special Educational needs form the building block that moves our school forward.

At Clifford Road we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

Clifford Road belongs to every member of the school community. Every child and every adult has the right to feel valued and part of the school. They have the right to feel respected and to be treated fairly and appropriately. Each individual is responsible for their behaviour. As adults we model positive and acceptable behaviour.

Expectations

At Clifford Road Primary School as adults we will:

Treat each other with respect at all times, therefore providing a positive role model for the children and each other.
Support the way in which all members of our school community live and work together in an environment that is happy, safe and secure and where effective learning can take place.
Reward good behaviour.
Provide encouragement and stimulation to all pupils.
Treat all children fairly and consistently.
Ensure that children are aware of class and school rules.
Teach, through our curriculum, values and attitudes and knowledge and skills in order to promote positive behaviour and respect for self, others and the world around us.
Treat others how you would like to be treated yourself.

At Clifford Road Primary School we expect children to:

Work hard.
Be listened to.
Be supported, praised and rewarded when they do well.
Join in and make a positive contribution.
To be mindful of others and not to harm them in any way.
Not swear at any member of our community.
Show good manners.
Follow directions and think before they act.
Be able to play without being hassled.
Be given the opportunity to put things right.
Understand that there will be consequences when rules are broken.
Treat others how you would like to be treated yourself.

An effective discipline policy seeks to lead children towards self-esteem and selfdiscipline. Consequently, good discipline arises from good relationships and setting expectations of good behaviour.

At Clifford Road we believe;

Behaviour can change and everyone can be successful.
Praising and reward systems are more likely to change behaviour than blaming and punishing.
Celebrating success helps us achieve more.
Reinforcing good behaviour helps us feel good about ourselves.

Clifford Road Behaviour Rules

1. We listen to what other people have to say
2. We always try our best
3. We show we are pleased when others do well
4. We show good manners to everyone
5. We look after other people and their things
6. We will not use swear words or words that will upset others
7. We keep our hands and feet to ourselves
8. We follow directions from adults
9. We think about others; we take turns and share
10. When we do something wrong we take
Responsibility and take the consequences



These rules are displayed in the classrooms, playground, hall, office, canteen and ICT suite.

All visiting adults are given a copy of these rules when they work with children.

Rewards and Consequences

From the moment they start school our pupils are encouraged to talk about their behaviour both positive and negative. By encouraging and supporting this dialogue we hope to enable children to articulate why certain events or behaviour happens. All children are encouraged to consider moral issues and behaviour and to develop positive responses, through assemblies, class discussions and the school council and in our curriculum.

Whole school approach to good behaviour

- Consistent good behaviour at lunchtime is rewarded by a monthly lunchtime cinema club.
- On a weekly basis good behaviour and attitude is celebrated by the headteacher during the weekly achievement assembly.

Class/Phase approach to good behaviour of individuals

At Clifford Road School, we promote positive behaviour at all times, and part of the way we do this is to have a reward system.

We very much believe that for a child to fulfil their potential it is important to work together so we felt it was really important that you were aware of our reward system so that you can also celebrate your child's achievements at home. Each phase in the school has their own reward scheme as detailed below:

Phase 1 (Nursery and Reception)	10 stickers = a rainbow reward certificate (red, orange, yellow, green, blue, purple, gold, prize). Each week 2 children from each class are awarded a 'Star of the Week' certificate, which is celebrated in a Phase assembly and a golden leaf with their name on it is put up in our 'Reading Forest' area.
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Phase 2	10 stickers = a rainbow reward certificate (red, orange, yellow, green, blue, purple) When the children gain their next 10 stickers they have reached the 'pot of gold' and receive a reward. Each week 1 child from each class is awarded a 'Star of the Week' certificate, which is celebrated in a Phase assembly, and are entered into the 'Golden Book'.
Phase 3	Each child has a sticker chart and when they achieve 10/25/50/75/100 stickers they receive a certificate and a prize. Special Work awards are also given out regularly.
Phase 4	Each class in the Phase has negotiated the awards in their class with the children. These include systems of rewarding individual children's behaviour as well as recognising whole class good behaviour.

Whole school approach to managing poor behaviour of individuals

- Teacher will speak to child on an individual basis and explain what is wrong with their behaviour
- Child will be asked to work away from the group
- Child will be sent to another teacher (this will be recorded in order that we can look at frequency of unwanted behaviour and look at strategies that are being implemented to support them.)
- Child formally sent to phase leader
- Parents informed
- Child sent to Headteacher
- Parents informed

Dealing with extreme behaviour/Safeguarding

There are rare occasions when a teacher, teaching assistant or MDSA needs immediate support when dealing with a child. In these cases it may mean the removal of the child from the classroom or the situation to ensure the safety of the pupils, staff and the child themselves.

Relevant staff have been trained in School safe techniques all staff are aware who these people are.

Physical intervention can take a number of forms, for example:

Physically interposing between pupils,

Holding,

Leading a pupil away from an incident by the hand or gentle pressure on the centre of the back,

In extreme cases, more restrictive holds might be used- in dealing with incidents staff trained in the "school safe" training model will be used.

All incidents when restraint is used must be recorded with;

Names of the pupils involved,

The time of the incident,

The place where the incident occurred,

The names of the staff involved,

Parents will be informed if their child has been restrained, in the case of where we feel restraint may be likely, parents will be shown the techniques that staff will use.

Teachers have a legal right to use reasonable force to prevent a pupil from;

Committing an offence,

Injuring themselves or others,

Damaging property.

We have the opportunity to refer pupils through the termly SEN planning meetings, to St Christopher's and Alderwood Pupil Referral Units, either for placement there or for staff from the PRUs to offer support and techniques for our staff at Clifford Road.

Exclusions

At Clifford Road, we follow the Suffolk County Council exclusions policy;

Exclusion is used as a last resort when all other channels have been exhausted and all school levels of sanction have been tried.

It will be considered when:

A child puts themselves or others at risk of physical harm.

In circumstances of continuous serious misbehaviour which jeopardise the learning and well being of others.

Fixed term exclusion

The Headteacher has the power to exclude a child for up to 15 days (up to 45 days in an academic year). If the period is for more than 5 days then the LA must be informed.

Parents will be informed by phone and in writing. An appointment to resolve the matter will also be arranged at the same time. Parents will also be informed of their rights to make representation to the governing body and the LA.

The governing body will be informed of all exclusions on the day or the following day of an exclusion. For exclusions of more than five days the governing body reserves the right to reinstate the pupil.

Permanent exclusion

When a child is to be permanently excluded the parents will be informed in detail of the reasons for exclusion. Parents will also be informed of their rights to make representation to the LA/ governing body.

The Headteacher will notify the LA and Governing body. A governors meeting will be held to confirm the decision or reinstate the pupil.

Parents will be informed of their right to appeal.

Anti-Bullying Policy

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally, repeated over a period of time. Bullying may be:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks, phone texting, email, phone calls)
- indirect (spreading rumours, excluding someone from social groups)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the antibullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an

incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. If teachers witness an act of bullying, they do all they can to support the child who is being bullied ultimately attempting to reassure the pupil and restoring self-esteem and confidence. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents. We keep an anti-bullying logbook in the school office where we record all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should record the event in the logbook.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request. This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by receiving reports from the Headteacher and a breakdown of any bullying incidents.

**Approved by Governors January 2011
To be reviewed January 2013**