



Curzon C of C Combined School

Behaviour Policy

Overall Aim

Within a happy, caring Christian family atmosphere, each child is expected to develop good individual study habits, self-discipline and a caring and considerate attitude towards others at all times. The behaviour of pupils is the collective responsibility of school and home. Our vision is for each child to grow like the mustard seed into a tree to support others.

'The kingdom of heaven is like a mustard seed. Though it is the smallest of all seeds, when it grows, it is the largest of garden plants and becomes a tree for others to take shelter' Matthew 13. V31-32

Objectives

The basis of the policy is set in high expectation, both individually and corporately. Positive reinforcement is used to maintain standards.

All classes follow the school's **values: Courage, Kindness and Respect**

Expected Behaviour of Pupils

- Care relating to the safety of all children and adults
- Courtesy and consideration for others.
- Care of younger children and those in need.
- Care of environment: no litter, care of plants etc.
- Care of property - school's and individual
- Care of completion of school work

Learning, Sharing and Growing under God

Organisation

Expected relationships between staff, pupils and parents are those of mutual respect, consistency and positive attitude while maintaining clear boundaries. All staff share the same high expectations and work together to reinforce Curzon's common ethos. This applies whether the pupils are on or off the school site, during educational visits, on any school arranged activity, whilst travelling to or from school or when wearing school uniform (i.e. identifiable as a Curzon pupil).

Pastoral care of the children is primarily the responsibility of the class teacher, but at Curzon each member of the staff cares for the children. Ancillary staff play an important part in this.

Good behaviour

All staff at Curzon School hold high expectations of positive pupil response, effort and behaviour. Pupils are recognised and / or rewarded for

- perseverance with skills / tasks they find difficult
- use of initiative
- acts of kindness / thoughtfulness
- courtesy
- independence
- 'having a go'
- particular effort and showing growth mindset courage
- continuous good behaviour, as well as 'spurts'
- achievement / good work
- achievements outside of school
- showing respect towards others
- having the courage to make the right choices

Good behaviour is expected and rewarded with praise when appropriate; a system of house points is used to support the maintenance of good behaviour as well as good work. Each class also has an agreed whole class reward they are working towards to encourage corporate responsibility. Every child, each week has the opportunity for 'Golden Time'. This is 15 minutes of 'free' special playtime for the whole school involving a range of activities to choose from.

Other rewards include:

- Verbal praise – saying well done and the reason for the praise – proximity praise.
- Advising others – Class Teachers/SLT/Head – of good behaviour.
- Showing work to a wider audience – assembly, the Head, SLT, Subject Co-ordinator.
- Writing about good behaviour or work in the home/school diary.
- Positive letters/emails/phone calls home from staff/conversations with parents in the playground.
- Displaying work in the classroom
- Rocket certificates awarded weekly and announced in the weekly newsletter to parents.

- Entry in the Golden Book of Kindness
- End of term certificates.

Unacceptable behaviour is dealt with promptly, initially by the member of staff concerned, using the school's system of yellow and red cards. (During events or educational visits, adult helpers placed in charge of groups are expected to correct inappropriate behaviour and inform the class teacher / teacher in charge.) All staff have the authority to discipline pupils for unacceptable behaviour, which could have the outcome of bringing the school into disrepute). If unacceptable behaviour continues whilst at school or on an activity organised by the school, a member of the SLT is involved. All pupils are given the opportunity to take responsibility for bringing about the required change in behaviour before parents are informed. We also look to promote the Christian value of forgiveness during this process. Where repeated poor behaviour occurs, or a single act of behaviour is deemed severe, parents are advised promptly and are consulted and involved at every stage in both delivering and reinforcing appropriate strategies and monitoring and reporting resultant behaviour.

In line with national policy, Curzon staff also have the authority to search pupils and confiscate property. Non prohibited items which do not pose danger to pupils will usually be returned by the end of the school day. Staff have the power to search for, and if necessary delete inappropriate images (or files) on electronic devices.

Curzon staff also have the power to discipline beyond the school gate regarding for e.g. poor behaviour or bullying which is reported to the school as this will adversely affect the reputation of the school. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will be informed. Corporal punishment is illegal in all circumstances.

Challenging behaviour is identified by:

- non-conformity to school/class rules;
- persistent nonattendance / absence;
- persistent negative attitude to school;
- refusal to complete assigned work;
- disruptive behaviour which prevents or impedes the learning of the individual and / or those around him / her;
- inappropriate behaviour which adversely affects the well-being (physical and / or emotional state) of others.

Written statements from any investigations of an incident remain confidential to the school. Details of any sanctions or involvement of any external parties also remain confidential between the school and the family of the child concerned.

Discriminatory remarks (e.g. transphobic, homophobic, racist, cultural, traveller) made by pupils are taken seriously by the school as one of our key values is respect towards all. An immediate red card is issued and often parents are informed. Challenge includes explanation and information to help the child understand the seriousness and the impact of their comments. Any previous comments will be checked on file to analyse any pattern to see if further preventative measures are needed including following up to ensure the incident has been effectively dealt with.

Staff will follow the following procedure;

1. Establish why discriminatory language was used? What was the motivation?
2. Clarify their understanding of the word/s used

3. Ask how they thought it made the other child feel. Help child to understand how their behaviour affects others.
4. Discuss the seriousness of the incident (also that any word used in a derogatory way is not acceptable)
5. Ask the child to choose other words/actions which would help solve the problem in a positive way and show that person respect
6. Issue red card, consider whether to inform parents
7. Check with victim, a period of time later, that name calling has stopped

Special Educational Needs

It may be considered that the child's behaviour is associated with particular needs, in which case the child's parents/carers will be involved with the school in compiling and implementing an SEN Support Plan to incorporate behaviour. Other local agencies may be involved.

The child's special needs with regards to behaviour will be reviewed along the following lines;

- the nature of the incident/s;
- the frequency of specific incidents (e.g. number of times day / week);
- the persistence of occurrence;
- the severity of incidents in context and compared to normal expectations for a child of the age concerned.
- the support provided

If the behaviour under review gives cause to suspect that a child is suffering, or likely to suffer significant harm, then the safeguarding policy will be followed.

Prevent

All staff have been trained in Prevent. The headteacher may choose to discuss the Prevent Agenda with the parents of any child who is deemed to be vulnerable or potentially could be vulnerable in the future.

Exclusion

ODBST procedures and DfE 2017 guidance will be adhered to in the event of exclusion, should this be necessary.

Exclusion (for a fixed period-suspension or permanently) is permitted in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Examples that might warrant suspension/exclusion are:

- persistent, seriously disruptive, unacceptable, defiant behaviour;
- committed a disciplinary offence e.g. proven case of theft and/or vandalism;
- exceptional circumstance to exclude a child for a first or 'one off' offence. e.g. serious actual or threatened assault or violence against another pupil or a member of staff,
- malicious accusations against school staff

- bringing an object which could be interpreted as being a weapon (which could cause others personal damage) onto the school site.
If a pupil is to be searched, their consent must be given. A search will be conducted in the presence of another member of staff. If consent is refused, the Police will be called.
- taking or distributing illegal substances on the school premises

Only the head teacher can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year, termed 'suspension'), or permanently. A suspension does not have to be for a continuous period.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

The behaviour of a pupil outside school can be considered grounds for a suspension/exclusion.

Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

Informing parents

The head teacher will write to the parents with the following information:

- the reason(s) for the suspension/exclusion;
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the suspension/exclusion to the governing board (in line with the requirements set out in paragraphs 52 to 60 DfE guidance) and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the suspension/exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.
- the days on which parents must ensure that the pupil is not present in a public place at any time during school hours. These days would be the first five school days of an exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier).
- what arrangements have been made to enable the pupil to continue their education prior to the start of any alternative provision or the pupil's return to school

A permanent expulsion will always be the last resort and generally pursued when there has been a repeated number of incidents, with different strategies to bring the child's behaviour back to the expected level, pursued by staff over a period of time

The school may carry out temporary internal time outs whereby the pupil spends fixed periods of time working outside of the classroom. In this case, the pupils' health, safety and welfare will always come first.

Record Keeping

Each member of staff has is responsible for recording any yellow/red cards in a folder kept in the staffroom, which parents may request to see. They also maintain a more detailed classroom Inclusion file in which any reported more significant incidents are recorded by staff. This file is available to all staff, including supply teachers involved with the class and midday supervisors. The Head Teacher (and SENCO, if SEN related) is also advised of the file's content. Staff should also inform or consult the MDS file kept in the office of any behaviour concerns. The Senior Management Team monitors the school Behaviour log and an overview is recorded every half term which analyses any trends and patterns over time. Behaviour, and where appropriate safeguarding, concerns are shared with staff at the weekly staff briefings.

Teachers may also keep a record of informal meetings with parents, etc. These are informal notes to act as a reminder of incidents. Records should be signed by the Headteacher.

Wherever a formal meeting is deemed necessary by either the parents and/or member of staff, the headteacher will be notified. The meeting will be recorded and a copy is given to the Headteacher if absent.

Meetings with the Headteacher and parents are also recorded. The relevant class teacher receives a verbal or paper feedback of the discussion.

The Chairman (or Vice Chairman) of Governors is advised of any particularly significant incident.

Guidance for parents

"Curzon has always been recognised as a school with a family Christian atmosphere. Although pastoral care is primarily the responsibility of the teacher, each child is cared for by every member of staff. Children approach all staff freely and the children themselves support and care for others within the school.

Clear, shared expectations of courtesy, consideration for others and respect for the environment are fostered between all members of the school community.

Children are encouraged and expected to realise a substantial measure of self-discipline. All children are actively involved in the day to day implementation of the Behaviour policy.

Any disciplinary problem that may arise is dealt with swiftly, fairly and firmly, generally by the appropriate teacher. Sometimes senior management may also be involved

Parental partnership is sought at an early stage if there is any concern over any aspect of a child's learning or behaviour."

Parents are asked to contribute to the maintenance of good behaviour by sharing the high expectations of the school and showing their commitment to the high standards of behaviour by signing the Home - School agreement and ICT Acceptable Use policy every year.

Parents meet the class teacher at a formal interview twice during the year but are always welcome to make an appointment at other times. Many formal and informal meetings before or after school take place when a child's work and behaviour can be discussed. A written report is sent to the parents at the end of the academic year.

Please see the paragraph on the first page with regards to repeated unacceptable behaviour.

Voluntary workers need to refer any incidences of poor behaviour to a member of staff immediately.

Liaison

New parents and pupils joining the school are encouraged to visit beforehand. For all newcomers, attention is drawn to Curzon's high expectations by reference to peer example.

Liaison with secondary schools is encouraged; most children transferring meet a member of staff from their secondary school and may visit the new school for a day. Children deemed to be vulnerable receive transfer support sessions in Year 6.

If necessary or appropriate, the Education Welfare Services, the local Pupil Referral Unit, County Psychological Service, Health Authority, Police and Social Care may be consulted and involved in aspects of behaviour modification or promotion of good behaviour. Children throughout the school receive input from various relevant external agencies when appropriate and available.

Monitoring and Review

This is a continuous process, which can involve discussion between all Governors, Staff, children and parents at various times. As decisions are made that arise from a new or changed situation all those concerned are advised as quickly as possible.

The policy has been formulated in line with the DfE Behaviour and discipline in schools guidance 2016 for Headteachers and school staff, Timpson Review of School Exclusion. It has been agreed by staff, children, parents and Governors; those involved in its implementation are the staff, parents and children. The policy is made available to all parents and those connected with Curzon, via the school website www.curzonschool.co.uk,

September 2021

Review

This policy will be reviewed annually or sooner if necessary.

Review Date: September 2022

Covid 19 Appendix to Cover Return to School September 2021

Upon return to school, some pupils may be experiencing mental health issues which can bring about changes in a child's behaviour or emotional state. These can be displayed in a range of different ways for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Staff will be aware of this and provide support for the pupils and families (see CP Policy for more details).

An updated Home school agreement covering the points below is shared with and signed by pupils and parents.

Pupil Guidelines

Arriving at school

Before school, I will come straight onto the playground and stand on my spot. After school, I will stay with my teacher until I am allowed to go. I will not play with other children before school.

Hygiene

I will wash my hands for 20 seconds:

- Upon arrival
- Leaving for break
- Return from break
- Before eating lunch
- After eating lunch
- After return from playground at lunch time
- After using the toilet
- When getting ready to go home

I will use tissues when I cough or sneeze and bin them immediately, washing my hands afterwards.

If I have to cough where there is no tissue, I will cough into my elbow.

I will only play where my teacher tells me to.

I will tell an adult straight away if I am feeling ill.

I will not spit or cough at anyone.

I will only enter the toilet if there is no one else there.

I will not share my pencil case equipment with others

If I do not follow these rules, sanctions may include missing golden time, play, my parents being informed, being asked to work on my own in another area of the school.

At home, I will use the internet and Apps safely and respectfully. I will not post/forward unkind or inappropriate messages. If something worries me, I will tell an adult immediately or report it to CEOPS.