



Behaviour Policy



Caring, Sharing, Preparing for Life

Date Written	Sep 2012
Reviewed On	Annually
Last Review	Oct 2021
Next Review Date	Oct 2022
This policy has been reviewed and adopted by LGB	
Date: Oct 2022	

St Erth CP School

Policy on Behaviour

1 Aims and objectives

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This is core in our motto 'Caring, Sharing, Preparing for Life'. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.7 St Erth School has a comprehensive PSHE curriculum and uses this to help support behaviour and expectations throughout the school.

Together we have devised our **School Rules** – which are reflected in each classroom:

Rights:	Be taught/learn Be heard Speak when invited Be in a safe and tidy environment
Responsibilities:	Allow others to learn Respect each other To show kindness and understanding Look after each other Help and tidy up after ourselves
Rewards:	House points Certificates Prizes Praise Special Times and Events
Consequences:	We have - Reminders of expected behaviour

Warnings
Time in
We might – miss playtime/special times
Go to another teacher
Go to the Headteacher
Have a meeting with parents

2 Rewards and Consequences

2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers & Teaching Assistants congratulate children.
- Teachers award children with raffle tickets for positive attitudes and exhibiting positive learning characteristics – Ready, Reflect, Review.
- TAs give children house team points both in class and at break/lunch times
- Each week, class teachers nominate children for a Ready, Reflect, Review certificate, which promotes positive learning behaviours that benefit individuals and the whole group.
- Certificates are also awarded weekly for Outstanding Achievement in each class. This is also a means of promoting positive behaviour.
- Certificates and prizes are awarded in the school celebration assembly
- We award praise stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to speak about their achievements in assemblies.

2.3 The school employs a number of consequences to uphold expectations of behaviour, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we remind them of the desired behaviour. Should reminders and warnings not be effective, teachers will take further steps appropriate to each individual. Examples can be seen in the behaviour consequences ladder in the appendices.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reminds the pupil of the behaviour that is expected. Should reminders and warnings not be effective, teachers will take further steps appropriate to each individual. Examples can be seen in the behaviour consequences ladder in the appendices.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and will take appropriate steps (reference consequences ladder for examples) to ensure the activity can continue safely.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.4 The class teacher discusses the School and classroom rules with each class. In addition to this, each class also has its own classroom charter, which is agreed by the children and displayed. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE activities or circle time.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The school holds a separate Anti-bullying policy for reference, this outlines the school's specific strategies in this area.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. The actions that we take are in line with government guidelines on the restraint of children. A number of staff have been trained in Team Teach.

3 The role of the class teacher

3.1 It is the responsibility of class teachers to ensure that the school behaviour expectations, school rules and values are upheld in their classes, and that their classes behave in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly, and upholds the classroom and school rules consistently. The teachers treat all children in their classes with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher, in consultation with the headteacher, may begin to keep a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

3.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the headteacher

4.1 It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified and in line with procedures outlined in the school's exclusion policy.

5 The role of parents and carers

5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at school and this is supported at home.

5.2 We explain the school rules on the school website and send a copy of the home-school agreement to parents. We expect parents and carers to read them and support them.

5.3 We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable consequences to support a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher, if concerns still remain they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

6.1 The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour, If required they may consult with governors on specific issues and will take their views into account when making decisions.

7 Fixed-term and permanent exclusions

7.1 Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll,

when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school’s behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

7.2 The school holds a separate Exclusions Policy, which details the legal procedures the school will follow when considering and carrying out an exclusion.

8 Monitoring and review

8.1 The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

8.2 The school keeps records concerning serious or persistent incidents of misbehaviour. These are recorded using the school’s safeguarding logging system, CPOMS.

9.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the principles outlined in its equality and diversity policy.

9.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.







Signed: Bill Coleman Headteacher

Rachel Brotheridge Chair of Governors

Date: October 2021

Appendix 1

St Erth School's Behaviour Consequence ladder

The consequences listed below are an indication of the potential measures staff may take in relation to behaviour. All measures will consider the needs of individual children and will therefore be selected to have the correct impact.	
1 Behaviour is disruptive to the learning of themselves or others	I've been given a look/gesture/reminder  This means I behaviour must STOP this
2 Repeating behaviour that is disruptive to the learning of themselves or others Not showing kindness or consideration to others	I've been told/reminded what to do  I was  must  I
3 Continuation of behaviour that is disruptive to the learning of themselves or others Deliberate or repeated lack of care and consideration for others. Lack of respect for others and school rules.	I've been moved to another place  I need to work. complete my I may need to write a letter of apology. I may miss rewards and playtimes.
4 Repeated incidents of stages of Behaviour 1,2 and 3. Behaviour that is anti-social, threatening, causes physical harm or in breach of the school's anti-bullying policy, for example.	I will be removed from the classroom and have to work elsewhere. I will lose rewards and playtimes.  I will have to see My the Headteacher. My parents/carers will be told and may receive a letter asking for a meeting. Exclusion from school may be an option.
5 Repeated incidents of stages of behaviour 1,2, 3, or 4	I have to go straight to the Headteacher.



My parents/carers will be told and have to attend a meeting at school. Exclusion from school may be an option.

