



SCHOOL POLICY - BEHAVIOUR

CIS is a caring community, whose values are built on mutual trust and respect for all. Our school creed speaks a lot as concerning the importance of pupils' understanding the reason behind the school as an institution that will not encourage any form of unacceptable social behaviour.

All pupils of CIS, should be committed to being an ambassador of the school wherever they are; on-site or off-site. CIS will always acknowledge and reward positive behaviour and frown at behaviours/actions that may pose as danger to the safety and welfare of others.

We seek to support and promote an environment in which everyone feels happy, safe and secure.



Our objectives are:

- To encourage pupils to have strong self-esteem, self-discipline and high expectations for themselves.
- For pupils to develop a set of values that includes truth, honesty, consideration for others' and good manners.
- To encourage pupils to develop sensitive, healthy relationships within the school community and in their lives outside school.
- Recognise and highlight good behaviour as it occurs
- Ensure that all children are praised for behaving well, when appropriate
- Reward individuals and groups of children for behaving well, when appropriate
- Ensure criticism is constructive highlighting the inappropriate behaviour; criticism is directed at the behaviour of the child and not the child itself.
- Prevent bullying
- Explain, demonstrate and model the behaviour we wish to see into our daily practice
- Encourage children to be responsible for their own behaviour
- Inform parents about children's good behaviour
- Ensure the principles of inclusion are promoted and practiced throughout the school community

The school expects all pupils to be of utmost behaviour at every point in time towards staff, fellow pupils and visitors alike. To this end, there are rules CIS expects the pupils to follow while in school and the journey to and from school.



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This policy should be read in conjunction with the following:

- Child Protection Policy
- Anti-Bullying Strategy
- Safer Use of Technology Policy
- Special Educational Needs Policy

1. AIMS

We aim to:

- Recognise and highlight good behaviour as it occurs
- Ensure that all children are praised for behaving well, when appropriate
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- Ensure criticism is constructive highlighting the inappropriate behaviour; criticism is directed at the behaviour of the child and not the child itself.
- Prevent bullying
- Explain, demonstrate and model the behaviour we wish to see
- Encourage children to be responsible for their own behaviour
- Inform parents about children's good behaviour
- Ensure the principles of inclusion are promoted and practiced throughout the school community
- Embed the modelling of good behaviour and British values into our common day practice

2. OBLIGATION

The UK Department of Education's guidance, 'Behaviour and Discipline in Schools; Advice for Head Teachers and school staff (January 2016)', Behaviour and discipline in schools: guidance for governing bodies (September 2015) and Mental health and behaviour in school (November 2018) have been read and used to guide the school on the powers and responsibilities in terms of discipline and managing behaviour within the school.



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3. PUPIL'S RIGHTS AND RESPONSIBILITIES

My Rights

- I have the right to be happy and to be treated with compassion in this school. This means no one will laugh at me or hurt my feelings.
- I have the right to be myself in this school. This means no one will treat me unfairly because of height, gender, appearance, nationality or ability.
- I have the right to be safe in this school. This means no one will: hit me, kick me, push me, pinch me, threaten me, hurt me or intimidate me.
- I have the right to expect my property to be safe in this school.
- I have the right to hear and be heard in this school. This means no one will: yell, scream, shout, make loud noise, or otherwise disturb me.
- I have the right to show pride in my appearance, in line with the school policy.
- I have the right to have my actions monitored in case of intervening Special Educational Needs causing me areas of behavioural difficulty

My Responsibilities

- I have the responsibility to treat others with compassion. This means I will not laugh at others, tease others, or hurt others' feelings.
- I have the responsibility to respect others as individuals and not treat others unfairly because of weight, gender, appearance, height, nationality or ability.
- I have the responsibility to make the school safe by not: hitting, kicking, pushing, pinching, threatening, hurting or intimidating anyone.
- I have the responsibility not to steal or destroy the property of others.
- I have the responsibility to help maintain a calm and quiet school. This means I will not yell, scream, shout, make loud noise, or otherwise disturb others.
- I have the responsibility to wear the appropriate uniform.
- I have the responsibility to respond to any Individual Behaviour plan created to support my additional needs and attend any sessions provided



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4. PARENT AND TEACHER'S RIGHTS AND RESPONSIBILITIES

Parent's Rights

- To be given a copy of the Behaviour Policy.
- To contact Teachers or Admin with questions regarding the Policy.
- To expect that their child will be taught in a safe and respectful classroom.
- To be able to seek intervention from the SEN department if they feel behaviour is involuntary or due to compromising factors

Teacher's Rights

- To be treated with respect by parents and students.
- To be able to teach without disruption from student or parents.
- To feel fully supported by Senior Leadership Team and their concerns attended to as required
- To be able to request intervention, training and advice from the SENCo and associated team of teachers, should behaviour be deemed to be associated with a Special Educational Need

Parent's Responsibilities

- To teach children accepted standards of behaviour.
- To teach children to be responsible for their actions.
- To support the school in sustaining a welcoming, caring and safe environment.
- To stand firmly behind any Individual Behaviour Plan or Individual Education Plan if provided by the school and ensure children value the importance of achieving these goals.

Teacher's Responsibilities

- To communicate classroom expectations /consequences to parents and students.
- To demonstrate respect and care for students.
- To contact parents when students fail to meet expectations.
- To adhere to the Behaviour Policy, ensuring the clear process for Behaviour Management and Reports is followed
- To seek advice from the Senior Leadership Team should their best efforts fail to address the behavioural needs of the child



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5. USE OF REASONABLE FORCE

The UK Department for Education guidance: Use of Reasonable Force; Advice for Headteachers, staff and governing bodies (July 2013) , all staff members and any other person whom the Head Teacher has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort and is extremely rare.

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation. All incidents involving the use of force will be recorded in an incident book by staff involved as soon as possible after the incident and copies will be given to the class teacher and Head Teacher. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

6. REWARDS

Wherever possible we aim to have a positive approach to behaviour. The school uses a variety of rewards, both whole school and in class, to promote good behaviour, good work and effort.

- Teachers use verbal praise
- Smiley charts and stickers
- Star of the week
- Assembly Awards each week
- Classroom Coupons (Key Stage 2)
- Special responsibilities
- Positive feedback to parents and carers
- End of year awards

7. SANCTIONS

The school operates a hierarchical behaviour management system, with escalating sanctions given for pupils who are unable to manage their own behaviour and do not respond to the 'first wave' behaviour for learning management strategies employed by all school staff. Escalation follows a clear structure. Each child begins the day with a 100 star points and they aim to maintain this level of positivity or even improve upon it by the end of the day through personal effort, improvement, particular characteristics and good learning behaviours. Where behaviour is not maintained and warnings are given, the child's



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star points are deducted and parents are notified and appropriate sanctions given, e.g. a missed playtime. A record of specific sanctions is kept by teaching staff at the end of each day and a record of total sanctions are submitted to management, generating data for the Star of the Week List. Sanctions, depending on the nature of the inappropriate behaviour, may include the following:

- verbal warning or 'telling-off'
- a move within the classroom, quiet time-out or alternative activity
- temporary displacement from a classroom or group
- communication with parents via the school journal, email, telephone, in person after the school day
- confiscating items inappropriate for classrooms (e.g. mobile phone or MP3 player)
- break time / lunchtime sanction, such as being sent to the Head of School

The escalation follows this pattern:

Stage 1 - verbal warning

Stage 2 - teacher action, for example moving the pupil in the classroom, accompanied by a deduction of a star point

Stage 3 and 4 -This 'further action' is most likely to be moving to an alternative supervised space during break time sanction such as being sent to the Head of School

This may then escalate to a Behaviour Tracker report (reviewed weekly) and parental meeting. All significant 14 sanctions lead to targeted behaviour support to offer a structured improvement programme appropriate to the pupil.

Initial intervention following a behaviour incident

As a school, we will adopt a range of intervention strategies to help pupils manage their behaviour. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this will be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. This may include providing mentoring or coaching, short term behaviour cards or longer-term behaviour plans or engaging with external agencies to address specific challenges such as poor anger management, difficulties with peer relationships or social skills.

Stage 4 Sanction

Behaviour deemed to warrant a 'zero tolerance' approach, may call for a Stage 4 sanction. In all year groups, it may be appropriate to default immediately to the Stage 4 sanction, if behaviour warrants it. For this, the sanction may result in suspension or exclusion (see below for details of circumstances warranting suspension or exclusion)



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In Foundation Stage classes, the Stage 4 sanction will be used, however the sanction and appropriate consequences are likely to be moderated with regard to the age of the children and involve shared approaches to management with the co-operation of parents; such behaviours warranting a Stage 4 in Foundation are usually linked to the age of the child and may be also linked to emerging special behavioural needs – e.g. hitting, pushing, biting.

Removal from the classroom

Where a child is removed from the classroom for a specified period of time, they will continue learning which is meaningful to the pupil. This is a serious sanction and should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. Removal will be only be used when agreed by the Head Teacher and for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- to allow the pupil to regain calm in a safe space.

When considering individual removal cases, we will consider:

- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.
- ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction

Staff supervising a child that has been removed from the classroom will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts. The length of time a child is removed from the classroom will be determined by the Head Teacher and Senior Leaders in school in relation to the degree of misbehaviour and this will be discussed with parents. Reintegration back into the classroom will occur at the end of the removal period and when appropriate and safe to do so. This will be agreed by senior leaders, the classroom staff, parent/carer and the child. As a school we will collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal as a behaviour sanction.

Whole School Rewards



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Where praise and verbal recognition are the prime means of reward, and beyond the daily classroom recognition given at each teacher's discretion, staff are also asked to allocate points to children where specific behavioural or achievement-related recognition is required. These points are given for both positive attitude to learning and also for upholding the school Values it is made very clear to the children in the monthly Celebration Assembly that to achieve the Star of the Week, the achievement must be related to the school Values, for example playing kindly and inclusively; being respectful and well-mannered; allowing others to be individuals and accepting fair play and fair treatment (people receiving what they need as opposed to what they want or what others feel they should have). The points accrue each term and children are given coupons to select gifts monthly, certificates to take home termly and a special school trip yearly for the pupils with the highest star points.

Assessing, Recording and Tracking Behaviour Data

Weekly behaviour reports are submitted to the Head of Cornelia Primary reporting on the number of sanctions. The sanctions are recorded when they reach the level of S3s and S4s this reported to parents on the day it is given.

8. PLAYTIMES

During lunchtimes and playtimes, supervising staff will use in-house detention sessions for children who are behaving inappropriately. The length of the time out session will be at the discretion of the supervising staff.

9. PUPILS WITH ADDITIONAL NEEDS

For those pupils with Special Educational Needs (SEN) the behaviour guidance and strategies may need to be adjusted in order to support these pupils appropriately. The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. It is deemed probable that these behaviours can be defined as 'self-disruptive behaviours', acting as barriers to learning (Cameron 1998), whereas all other forms of behaviour, including aggressive, physically disruptive, socially disruptive, and authority-challenging acts, will fall under the Behaviour policy, in line with the Behaviour chart system. Through discussion with the SENCO, where it is deemed that Intervention is better suited than Behavioural Reprimand, a consequent Individual Education and/or Behaviour Plan will be put in place. The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support, please refer to the school's SEN policy.

10. PASTORAL CARE

The school will have regard to the pastoral care of staff accused of misconduct. Disciplinary actions will be taken against pupils who make malicious accusations about school staff.

11. BEHAVIOUR OUTSIDE OF SCHOOL



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The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit. In the Community, the school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school.

12. OTHER ASPECTS OF BEHAVIOUR

The school will take all reasonable measures to ensure the safety and wellbeing of all children and staff and this includes protection from bullying. We devote time during PSHCE to prevent bullying whilst at the same time the school is inclusive and nurturing. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills.

Further information and advice is detailed in the school's Anti-bullying and e-safety policies; copies of which can be obtained from the school office or on the school's website. For data protection, we will not discuss our actions with parents. However, we will record all actions in a behaviour log and will follow the policies.

13. COMPLAINTS

The school has a standard complaints procedure. Parents are encouraged to take any complaint or concern to a member of management in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints and Concerns Policy.