Cayton Primary School

Written Statement of Behaviour Principles,
Adopted by the Governing Board on 27th September 2022
Date of next review: October 2024

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

Introduction:
This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.
The Governors at Cayton Primary School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Cayton Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

The Headteacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Headteachers and School Staff, January 2016.

Contents

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect Uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Prejudice Based Bullying	Bullying behaviour may be a result of prejudice that relates to perceived or actual differences
Discriminatory Bullying	Bullying behaviour may be a result of a person's ethnicity, gender, sexual orientation or disability

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 CPOMS)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move sensiblly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform unless permission has been granted for exceptional circumstances
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Cayton School Rules

- **Think** carefully about what you say to and about others

- Keep school a **safe place** to be

- **Listen** carefully to good advice

- **Be kind** – don't hurt or upset people

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Cayton Achievement Awards
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Headteacher Award

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal discussion
- Sending the pupil out of the class
- Completing work at break or lunchtime
- Sending the pupil to a senior member of staff
- Letters, phone calls or messages on Dojo to parents
- Fixed term Exclusion
- Permanent Exclusion

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment

- Be recorded and reported to parents (see appendix 3 CPOMS)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Governing Board annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy

- Safeguarding policy

- Anti-Bullying policy

- Behaviour policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Board annually.

Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 3: CPOMS (Behaviour Log)

All incidents are recorded on CPOMS and relevant staff alerted.

Parents are contacted when applicable

Behaviour Policy

Rationale
Appropriate behaviour is a pre-requisite to a safe leaning environment where individuals are encouraged to reach their full potential.

Aims
- ensure that children show respect for each other and their property, the staff and the school environment;
- create a safe, happy and productive working atmosphere;
- provide common 'School Rules' which are clearly understood by all staff, children and all others who may work within the school;
- provide opportunities to communicate with parents and carers;
- support children who may find it difficult to follow the 'School Rules';
- support staff who may experience difficulties with particular children or groups of children;
- provide a system of rewards and sanctions.

Guidelines

1. 'School Rules' consisting of a set of simple, short rules. It will be the responsibility of the class teacher to discuss and reinforce these with the children supported by assemblies and other events. Individual class rules may also run alongside the 'School Rules'.
2. It will be the responsibility of the Headteacher to explain the 'School Rules' to new teachers, ancillary staff and parents of new entrants as appropriate.
3. Systems of rewarding positive behaviour and effort will be developed though these may differ from class to class (e.g. stickers, smiley faces etc).
4. Children will be given time and responsibility to look after and maintain areas of the school.
5. Children achieving high standards (at their own level) should be referred to other colleagues for praise.
6. Poor behaviour should not be tolerated.
7. Children will be supervised at all times.
8. Details of children who persistently offend should be recorded on STP and referred to the Headteacher. Parents may then be invited to school to discuss the problems initially with the class teacher / SENDCo and if the behaviour continues thereafter, the Headteacher.
9. In exceptional cases, a child may be excluded.
10. All parents and governors will be informed of the 'School Rules'.

School Rules

Think carefully about what you say to and about others

Keep school a **safe place** to be

Listen carefully to good advice

Be kind – don't hurt or upset people

Lunchtime Behaviour
This is exactly the same, except that if a child reaches the 'Red Card' stage, Behaviour Support Lead (Mr. M. Vasey) / Class Teacher/ Headteacher will be involved.

Rewards
1. Friday Sharing assembly - children who have achieved in any area of school life will be invited to show and talk about their work. SLT issue Cayton Awards certificates to children recognised by their class teacher for their achievements and efforts that week
2. 'Smiling faces' or other devices may be stamped on a child's work as recognition of effort or achievement.
3. Behaviour that shows a caring attitude will be acknowledged and rewarded.
4. Stickers and certificates including Headteacher Award cards.
5. Team Points are given to those children whose work or behaviour is deserving of great praise.

Sanctions
See Appendix 1 ('Get it Right')

Bullying
Refer to Anti-Bullying Policy

SEND
Children that are on the SEND and vulnerable register still do need to follow the behaviour policy and adhere to the school rules. They are made aware of and reminded of these where necessary. Each child on the SEND register has different needs and support. Reasonable adjustments are made on an individual basis depending on their specific need. This allows SEND children to receive the support that they require whilst still understanding the need for rules, sanctions and rewards for behaviour. Good behaviour is always highlighted to these children and praised.

Online Safety
Online bullying should be treated like any other form of bullying and the school anti-bullying policy should be followed for online bullying, which may also be referred to as cyberbullying, including issues arising from banter.
Pupils Key responsibilities:
● Read, understand, sign and adhere to the pupil acceptable use policy and review this annually
● Treat **home learning during any isolation/quarantine or bubble/school lockdown** in the same way as regular learning in school and behave as if a teacher or parent were watching the screen
● Avoid any private communication or use of personal logins/systems to communicate with or arrange meetings with school staff
● Understand the importance of reporting abuse, misuse or access to inappropriate materials, including any concerns about a member of school staff or supply teacher
● Know what action to take if they or someone they know feels worried or vulnerable when using online technology, at school, home or anywhere else.
● To understand the importance of adopting safe and responsible behaviours and good online safety practice when using digital technologies outside of school and realise that the school's acceptable use policies cover actions out of school, including on social media
● Remember the rules on the misuse of school technology – devices and logins used at home should be used just like if they were in full view of a teacher
● Understand the benefits/opportunities and risks/dangers of the online world and know who to talk to at school or outside school if there are problems.

Social Media
Social media (including all apps, sites and games that allow sharing and interaction between users) is a fact of modern life, and as a school, we accept that many parents, staff and pupils will use it. However, as stated in the acceptable use policies which all members of the school community sign, we expect everybody to behave in a positive manner, engaging respectfully with the school and each other on social media, in the same way as they would face to face.

This positive behaviour can be summarised as not making any posts which are or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise inappropriate, or which might bring the school or (particularly for staff) teaching profession into disrepute. This applies both to public pages and to private posts, e.g. parent chats, pages or groups.

If parents have a concern about the school, we would urge them to contact us directly and in private to resolve the matter. If an issue cannot be resolved in this way, the school complaints procedure should be followed. Sharing complaints on social media is unlikely to help resolve the matter, but can cause upset to staff, pupils and parents, also undermining staff morale and the reputation of the school (which is important for the pupils we serve).

Breaches of this policy and of school AUPs (Acceptable Use Policies) will be dealt with in line with the school behaviour policy or code of conduct. School will liaise with parents/carers regarding online/social media situations that occur to resolve any issues.

Further to this, where an incident relates to an inappropriate, upsetting, violent or abusive social media post by a member of the school community, Cayton School will request that the post be deleted and will expect this to be actioned promptly.

Where an offending post has been made by a third party, the school may report it to the platform where it is hosted, and may contact the Professionals' Online Safety Helpline, POSH (run by the UK Safer Internet Centre) for support or help to accelerate this process. The police or other authorities may be involved where a post is potentially illegal or dangerous.

Searching and confiscation
In line with the DfE guidance '<u>Searching, screening and confiscation: advice for schools</u>', the Headteacher and staff authorised by them have a statutory power to search pupils/property on school premises. This includes the content of mobile phones and other devices, for example as a result of a reasonable suspicion that a device contains illegal or undesirable material, including but not exclusive to sexual images, pornography, violence or bullying.

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
Knives or weapons
Alcohol
Illegal drugs
Stolen items
Tobacco and cigarette papers
Fireworks
Pornographic images
Any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence,
Or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Child on Child Abuse
In line with our Child on Child Abuse Policy, the School Behaviour Policy recognises that abuse can come in many different forms. These are highlighted below and descriptions can be found in the Child on Child Abuse Policy.
Child on child abuse can be physical, emotional, sexual, harassment, bullying, cyber bullying, consensual or non-consensual sharing of semi-nude or nude images or videos, initiation/hazing, prejudice.

Should these issues arise, school will contact parents/carers of the children involved to help resolve the issue and may also need to contact the Police in more serious cases.

Complaints Procedure
If you feel that a member of staff from school has not acted appropriately in line with this behaviour policy you can make a formal complaint via our Low Level Concerns Policy, located on our website. Or if your concern is about the Headteacher, please pass it onto the Chair of Governors or email them at cog@cayton.n-yorks.sch.uk
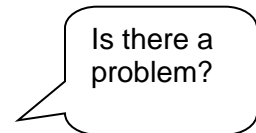
Policy Revised: **October 2022**
Reviewed: **October 2023**
Revision Date: **October 2024**
Written by: **Mr M. Vasey**

Appendix 1: Get it Right!

1.   Is there a problem?

2.   Yellow Card: **Yellow Card**

3.   Time-Out: Immediate time-out:

- Pushing/kicking/punching/hitting/ Pinching/tripping up
- Calling names
- Telling lies
- Rudeness
- Wasting time
- Causing damage
- Bad manners
- Interrupting

Parents are involved with incidents of bullying/fighting

3.   Red Card   **Red Card**

Sent to another class for rest of session.

Within that day - if there is a repetition, send to:
Behaviour Support Lead (Mr. M. Vasey) / Headteacher (Mrs. J. Monaghan)