

Litton Church of England Primary School



Behaviour Policy

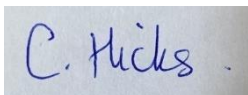
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Date Approved:

Approved by:

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Signed:



Mrs Caroline Hicks
Headteacher



Mrs Emily Noble
Chair of Governors

Review date	By whom	Summary of changes made	Date implemented
1.9.2020	B Hanley	Additions to reflect the circumstances of Covid-19 (In green)	2.9.2020
27.11.2022	C.Hicks	Reviewed and updated	28.11.2022
22.11.2023	C.Hicks	Reviewed and updated	22.11.2023
05.09.2024	C.Hicks	Reviewed by all staff and updated	05.09.2024
01.09.2025	C.Hicks	Reviewed by all staff and updated	04.09.2025
01.09.2026	C.Hicks	Reviewed by all staff and updated	04.09.2026

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Introduction

This policy has been written by the staff of the school in consultation with the children and parents.

Our Values

Our Christian values are as follows:

Generosity, forgiveness, compassion, respect, hope, courage, friendship, trust, curiosity, and openness.

Guiding Principles

Our school is a community where we learn, grow and achieve. It is a welcoming, caring place where everyone should feel happy, safe and protected. We are valued as individuals and our talents are shared and celebrated. As followers of Christ we show love and respect for everyone and everything around us.

School Rules

We always try our best
We are kind and polite
We help each other
We care for our school
We keep our hands and feet to ourselves

Expectations

We expect that all adults and children in our school will;

Show each other respect

Recognise each other's point of view

Listen to each other

Obey the school rules

Behave in accordance with Christian teaching

Work together to promote a productive learning environment

Sign and keep the Home School Agreement that exists between staff, parents and children.

Roles and Responsibilities

This behaviour policy has been agreed by the school governing body and it is their responsibility to ensure that it is up to date and is being adhered to. Management of behaviour in the school is the responsibility of the Head teacher.

Class teachers are responsible for classroom management and behaviour during the school day. Teachers, Teaching Assistants and Midday Supervisors may decide on rewards and sanctions in accordance with this policy.

Behaviour management is regularly reviewed through staff meetings and less formal communications between staff. It is the responsibility of all staff

to observe and record unacceptable behaviour on CPOMs and speak to the children's class teacher.

Rewards

We recognise that rewarding good behaviour has a far more positive impact than punishing bad behaviour and therefore give rewards and recognition for appropriate behaviour a high priority. Every day we encourage all children to set an example to each other and as staff, we aim to lead by example. We use the following rewards regularly:

- **Stickers** – for good work and behaviour in school
- Weekly '**Star of the Week**' certificates are given out in our weekly Celebration Assembly and the recipients are entitled to a small prize from a box of toys / prizes supplied by the staff.
- **House points** – These are awarded and collected on charts in the classroom. House points are counted weekly and at the end of each term, the winning team is entitled to an extra playtime.
- **KS2 Gold Stars Stickers/ KS1 Smileys Stickers** – these are collected by each child on their own card and are awarded for achievement, effort and progress in lessons. Children work towards bronze, silver and gold achievement badges.
- **The Gold Book** – Children who have shown good behaviour or who have been polite and / or helpful will have their name and reason recorded in the Golden Book. Each entry/reason will be read during the weekly Star of the Week assembly and a golden sticker awarded.

Discipline and Consequences

Staff have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. This may also apply to behaviour out of school if it is deemed to reflect on the school. Pupils will usually be warned, then sanctions applied and these will be appropriate to the behaviour.

We make every effort to ensure that sanctions are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

Important features of sanctions include:

- A focus upon the misbehaviour rather than the child.
- A message about what the child should do in future.
- Timing immediately after the misbehaviour.
- Sanctions appropriate to the misbehaviour.
- Contact the child's parents if appropriate
- All actions are recorded on CPOMS so there is a clear record of discussions and actions.

We will use the following as sanctions:

- Children may lose the right to play with certain equipment or they may lose some minutes of playtime. (This should not affect the child's right to full access to the curriculum)
- Children may lose the right to attend after school clubs. In this instance parents will be informed that they must collect their child at the end of the school day.
- In the event of a severe incident, children may be isolated from other children in accordance with the guidelines set out in the DFE guidance (<https://www.gov.uk/guidance/what-ofsted-means-by-a-serious-incident> 1st October 2021)

Severe Behaviour

In the event of a severe incident, as defined in appendix 3, the following sanctions will be employed in line with guidance from the local authority: Parents will be contacted to arrange a meeting and the local authority behaviour support service will be involved to discuss strategies to support the individual concerned. Other relevant professionals may be involved if required and the child's progress will be closely monitored via our inclusion and/or SEND register.

Exclusion

- The head teacher has the authority to exclude any pupil from school if they feel their behaviour warrants it, considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.
- Exclusions may be for lunchtimes only, for a fixed period of days (from ½ to 45 school days in an academic year) or permanently. Only the head teacher (or their nominated representative whilst out of school) can decide to exclude.
- Parents will be notified of exclusions immediately, ideally by phone and then followed up by a letter. For all exclusions, work will be set and marked by the school.
- Parents will be expected to contact school to arrange collection and return of work. When an exclusion is of 6 days or longer, school will arrange full-time education from and including the sixth school day of the exclusion.
- Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body. In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.
- School is under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Recording

Any incidents will be recorded on CPOMS. It is used to record all significant incidents of a serious, severe or contentious nature including any bullying, racist and homophobic incidents. Any incidents involving deliberate action leading to the injury of another person or damage to property will be recorded on CPOMS. Severe behaviour is defined as violence towards other people or property, defiance towards staff (a persistent refusal to comply), verbal abuse of staff or a significant disruption to the teaching and learning in school. Parents will be informed in all of the above cases.

Links to the Curriculum

The PHSE curriculum and the RE (Religious Education) curriculum together with aspects of Collective Worship, continually reinforce our messages about appropriate behaviour

Sanctions used by staff may include:

- Children will be given an initial warning about the consequence of persisting in bad behaviour.
- Missing a playtime to complete work or because of problems on the playground.
- Loss of privileges within the classroom Sitting away from the rest of the class for a short period.
- Referral to the Headteacher

Sanctions used by teachers may not include:

- Humiliation
- Being forced physically to comply with requests if a child refuses to co-operate

Allegations Against Staff

Allegations of abuse are taken seriously, but the school ensures they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. For full details of the school's policy on how false allegations against staff are dealt with, please see the school's Managing Allegations Against Staff Policy.

Anti-Bullying Strategy Bullying is defined as 'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. The school adheres to a strict policy when dealing with bullying incidents. Please see Anti-Bullying policy.