



White Woods
Primary Academy Trust

Canklow Woods Primary School



Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within school in order to support learning.
- To foster caring attitudes, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for her / his own behaviour.
- To make boundaries of acceptable behaviour and consequences for behaviour choices clear and consistent throughout school.

Vision Statement

Together we aim to provide a safe, stimulation, challenging learning community which enables all to achieve their maximum potential for 'lifelong learning' whilst developing respect and concern for others.

Expectations of Behaviour

At Canklow Woods Primary we embrace a fully inclusive ethos in which all children's needs are recognised. We aim to try to understand why children behave in the way that they do and address these needs through additional support for the child and where appropriate, their family. Our clear and simple school rules are consistently referred to by all staff. Our school rules are the basis of our behaviour management systems, and help to set out the positive and hard-working atmosphere we strive to create. It is our aim that all children in school will contribute to the agreement of, know and understand these rules and will be able to use them to reflect on their own behaviour.

- Always be kind
- Always be polite
- Always tell the truth
- Always listen carefully
- Always work hard
- Always be tidy
- Always try our best

Staff Responsibilities

In order for children to be able to live up to these expectations, all members of staff in school have a responsibility to act as role models and to support children in their emotional and behavioural understanding.

- To treat all children with respect, speaking quietly, calmly and positively to children at all times.
- To raise children's self-esteem by celebrating successes and letting them understand that they are valued.
- To provide challenging and relevant learning experiences that are purposeful and motivate the children.
- To create a safe and stimulating environment.
- To use rewards and sanctions clearly and consistently.

- To recognise that each child is an individual and may need individualised support with behaviour, whilst maintaining a calm and consistent approach.
- To form positive relationships with children, parents, staff and outside agencies.
- Use CPOMS to record behaviour incidents so that these can then be acted on accordingly.

Parents' responsibilities

- To work together with the school in order to implement this policy as necessary.
- To liaise with school regarding any issues which might affect their child's behaviour.
 - Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
 - Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour.

Additional key roles and responsibilities

- The governing body has overall responsibility for the implementation of this policy and the procedures of Canklow Woods.
- The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- The headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- Pupils are responsible for their own behaviour both inside school and out in the wider community.
- Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to the Class Teacher.

Definitions

For the purpose of this policy, the school defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of banned items
- Truancy

- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Not following classroom rules
- Use of mobile phones
- Graffiti

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

Children who need additional support

At Canklow Woods Primary, we recognise that some children may need additional support to help them develop good behaviour routines and so at times, it may be necessary to work closely with parents to develop clear plans for these children. Furthermore, suitable additional support from nurture groups or therapeutic interventions may be put in place to enable children to be successful.

Positive Handling

When a pupil's behaviour presents a risk of causing significant harm to themselves or others, or a significant damage to property, staff may require, as a last resort, to move or hold a pupil. Members of staff have been trained in the Team Teach strategies which enable staff to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all. Team Teach emphasises the use of diversion, de-fusion and de-escalation techniques. Physical intervention through reasonable force is only used as a last resort in order to ensure safety of pupils and adults where this falls under an adult's duty of care. Any member of staff who has had to move or hold a child will be encouraged to take as much respite time as required before they return to their

duties. A member of SLT will arrange for cover to facilitate this as necessary. Any physical intervention will be recorded using the CPOMs system. Positive Handling Plans will be tailored to the individual needs of specific children in consultation with the parents/carers if required. For further details, please refer to the Positive Handling Policy.

Allegations

A teacher accused of using unreasonable force will not automatically be suspended if other alternatives exist. A pupil who makes a false allegation against a teacher may be temporarily or permanently excluded if deemed appropriate. The police will be informed if it is believed that a criminal offence has been committed. Malicious, unsubstantiated or unfounded allegations will not be included in employment references.

Off Site

The law states that Headteachers have statutory powers to regulate pupils' behaviour outside of school "to such an extent as is reasonable". If a pupil of Canklow Wood is witnessed in person or through social media behaving in a manner which contravenes the Behaviour Policy, sanctions will be put in place in accordance with the policy, according to the Headteacher's discretion. Any member of staff who is witness to such behaviour, or has it reported to them, will report it to the Head teacher. If the incidents are deemed to be bullying, they will be recorded and dealt with in accordance with the Anti-Bullying Policy.

Confiscated Items

The Head teacher is able to search without consent for and confiscate:

- Illegal drugs or other illegal substances, or paraphernalia associated with these
- Cigarettes or tobacco products if smoked on site
- Inflammable items including lighters, matches, lighter fluid and fireworks
- Alcohol
- Stolen goods
- Weapons or items which could be used as a weapon to cause harm
- Materials which are illegal for a child to have, eg racist or pornographic
- Any other item deemed inappropriate by the Headteacher.
- Mobile phones and other electronic devices

If an item is confiscated, it will be labelled with the pupil's name and placed in locked storage in the school office. Parents/carers will be contacted to collect the item(s) and also discuss the incident and any further action. If the item confiscated or content of e.g. digital images, is deemed abusive or inappropriate and contravenes the Anti-Bullying Policy then actions will be enforced in accordance. The police will also be involved if deemed appropriate.



Canklow Woods Primary School

Our Behaviour Approach



Our School Values

Responsibility Respect Resilience Risk Taking Reflection Readiness

We praise in public. We reprimand in private.

Rewarding good behaviour

Verbal and non-verbal recognition

Special Mention

Praise Postcards

Class rewards such as stickers and points

Our agreed routines

We 'meet and greet' our children on the way into class each day.

We have an agreed way to walk around school – sensibly and without noise

We have an agreed way to line up

Consistency in practise

To ensure consistency and the promotion of positive behaviour throughout school, staff will:

Promote consistent, agreed whole school routines.

Refer to our values consistently.

Model positive behaviours e.g how adults interact, calm body language etc.

Build, maintain and restore positive relationships.

Plan and support lessons that engage, challenge and meet the needs of all learners.

1	Verbal and non-verbal reminders Reminders will be given e.g eye contact, a private reminder or a strategic intervention (moving a child)
2	Choice If the child persists, a choice with potential consequence will be given. E.g. " I have reminded you that talking over others is not respectful. I would like you to stop. If you choose not to I will ask for you to talk to me during playtime." The approach to this is gentle, personal and non-threatening, side-on, eye-level or lower. The member of staff must then walk away and allow the child time to choose their next option.
3	Low-Level Restorative If the child persists again, a calm discussion takes place when appropriate and away from all other children. This is short and to the point. We resist endless discussion around behaviour and spend energy returning to learners and their learning. There may be a logical consequence after the conversation e.g catch-up on missed learning or an apology.
4 CPOMS	Reflection If the steps above are unsuccessful and the learning continues to be disrupted by the child, they can be given a 'reflection' opportunity and are told ' I am giving you the opportunity to take the time to reflect on your behaviour so that you are ready to come back to your learning' the children are then sent to outside with their work . Restoration and missed work takes place in their break time – this must be followed up by the class teacher.
5	SLT Support If the child refuses or the behaviour continues, the member of staff may need to send for SLT. They will come and say to the child "I am here to help you, you talk and I will listen. Come and sit with me" At the earliest convenience, the member of staff with whom the behaviour was displayed will come and do the restorative chat
6	Removal If the child continues to refuse, the class teacher / member if staff says to the whole class " pick up your learning, line up and we are going to the ". Once the child has been removed from the classroom using safe holds, the class can return. At the earliest convenience, the staff member dealing with this incident goes to the child for restorative chat. If step 6 is reached a phone call must be made by the class teacher - whether or not they were in class at this time – to families to inform them.

Significant Behaviours – All logged on CPOMs and parents/carers contacted.

Damage to property – this is a result of unsafe, dangerous and possibly violent behaviour.

Physical assault – this is deliberate with the intention to harm/cause injury. This could be punching, kicking, biting, head- butting or directed spitting.

Verbal assault – this is deliberate with the intention of causing emotional harm and it is directed and personal. This can include swearing or prejudicial language.

Throwing objects (which may result in injury) – this is deliberate and with no regard for anyone's safety.

Fighting (including play fighting) – this results in injury (whether intentional or