



Combe Martin Primary School

Behaviour policy



Signed

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Chair of the Local School Committee

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Version History

Version	Date Issued	Brief Summary of Change	Owners Name
0.1	07.11.2018	New Policy	D Railston
0.2	02.06.2020	COVID-19 Update	D Railston

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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:

Maintained schools, pupil referral units and non-maintained special schools insert:

- 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
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- This policy as well as our anti bullying strategy can be found online at combemartin-sch.org
- This policy complies with our funding agreement and articles of association.

3. Definitions

Our Behaviour Policy at Combe Martin School has three simple rules that everyone in our school community is expected to uphold.

We are always SAFE, we are always READY & we are always RESPECTFUL.

It is helpful to define behaviour. At CMPS 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
- Acting in a way that puts themselves or others at risk

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)
- Through action or intent, deliberately disregarding an individual's right to personal space and personal safety

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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy which can be found on our website

<https://combemartin-sch.org/cmpps-policies/>

5. Roles and responsibilities

5.1 Local School Committee

The LSC is responsible for approving and monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour 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 on 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 – the principles of good behaviour at CMPS

Be safe...

Our school is a safe place to learn. To be safe, we will think carefully about actions that will affect our safety or the safety of others. We will always make sure adults know if we do not feel safe and we know they will listen to us. We know that to learn well we must feel safe to make mistakes. We know that someone will help us make sense of those mistakes so we can learn well.

Be ready...

School is a place where we learn. We need to choose to be ready to learn, be ready to make mistakes and arrive with a 'can do' attitude - knowing if we can't do 'it'... we can't do 'it' YET and we will soon if we work hard. We are ready to listen, to think, to reason and to challenge. We are ready to help and be helped. We are ready to struggle and ready to grow as learners and citizens in our community.

Be respectful... (being considerate of others and thinking about how you affect a situation)

Respect is earned but we understand that we can give it for free. At CMPS we show respect because we aspire to be good citizens who lead the way. We understand that to be respected we must respect others. We understand that we can all learn something from everyone. We respect the effort put into learning and know that we all face challenges that are different to our friends and colleagues. We must respect the value of our environment, our locality and our community, as well as the physical resources that make up our school and classroom. We treat everything and all with respect.

In addition 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 quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Take part in restorative discussions
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

All adults in school should routinely publicise the behaviours they want to see. The school recognition board highlights that we are a team and we are moving forward together. The class recognition board shows how we will be coming together to contribute to the overall school aims. BELONG. The adult being relentlessly bothered about the children is the key to sustaining and maintaining positivity in school. It is a requirement to have a recognition board in the classroom which is used daily.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Class Dojo Points linked to learning behaviour
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Receiving Proud Certificates

- Receiving a Head Teachers Award

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

- A restorative discussion
- Time, outside of learning time, to finish off work
- Access to a safe place (within their specific learning setting) to regulate or think about their behaviour
- Asking for the support of a senior member of staff
- Designing and implementing a Behaviour Care Plan

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 MAT safeguarding policies 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

BELIEVE BELONG BECOME

Our ethos embeds the mantra BELIEVE, BELONG, BECOME. It is what we believe equally as a vision and as a common practice.

We believe that every child deserves a champion... an adult who will never give up on them. Rita Pierson (<https://youtu.be/SFnMTHhKdkw>). The children who demonstrate the most negative of behaviours often are the most in need of our empathy. We equally acknowledge that everyone has the right to work in safety without threat or fear. We therefore have a policy that emphasises responsibility and 'botheredness' while clearly giving a structure for supporting unwanted behaviour.

The school is a hub of developing behaviours. A place where everyone enters with a set of pre learned strategies to cope with situations or environments. As adults, in the ever changing school environment, we must build a consistent routine that children can build their learning behaviours on.

Everyone should believe that they belong to our school and that they can become great learners. To create this belief we foster a visible kindness through the application of consistency.

We believe that we can teach great learning behaviour to all children.

As a school we believe that great behaviour is an essential in realising the learning potential of any individual. Everyone behaves differently as we have all had different individual experiences. The key to great behaviour is meeting the individual need of the child - separating poor behaviour from the child and deliberately teaching new routines. To succeed in this challenge is our responsibility as educators.

This policy seeks to empower a kind and positive behaviour approach rather than an unnecessarily aggressive, no excuses and no negotiables approach. Tolerance cannot fade with children who have substantial barriers to learning. We must enforce with our children that we have the capacity to demonstrate emotional patience and intelligence to show them that they are wanted and that they have a voice.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. This is outlined in the appendix document.

8.2 Physical restraint -

[NB: COVID-19 guidelines: Staff are under instruction by the DfE to socially distance. We therefore cannot expect staff to put themselves at additional risk without the correct PPE. This may mean that it takes longer to control a situation as adults prepare for intervention. Children will be risk assessed to understand needs and to ascertain whether attendance in school is appropriate and meets social and emotional needs of the child at the time.]

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 on CPOMS and reported to parents.
- If physical restraint is required the Class Teacher, with assistance from the SENCO, must put a Behaviour Care Plan in place.

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.

Where working with children who have experienced trauma behaviour

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.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Local School Committee every year. At each review, the policy will be approved by the LSC.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Additional policies can be found on the school website combemartin-sch.org

13. Appendix Behaviour Expectations during the COVID-19 pandemic

Behaviour Expectations

Our current school behaviour principles are ideally placed to meet the challenge of being in school amid COVID-19 concerns.

We all must stay safe by following all the instructions and guidance available to us (both in school and out of school). We must be ready to think about how we interact in our new environment and show that we are responsible for our own actions. We must be respectful of everyone and follow social distancing rules.

Our staff will always try to find out about the child's need behind the behaviour they are showing. They will stay calm. They will maintain the appropriate Social Distance while trying to ensure opportunity is given for children to regain their composure safely. If behaviour incidents endanger others in this new situation, we will review, with a risk assessment, whether the school can provide enough support to keep the child safe within the current guidelines.

For everyone's safety during the pandemic period, we need children to abide by current behaviour policy more stringently as well as following some additional rules. They will be expected to:

- Be kind to everyone
- Follow the instructions of adults in school
- Walk with their parents if they are accompanied on site
- Stay in their designated groups (Bubbles)
- Move around school sensibly, as instructed including when walking to and from toilets

- Stay 2 metres away from other people
- Wash their hands regularly, as instructed by adults
- Cough and sneeze safely into the inside of their elbow or tissue and away from other people ('catch it, bin it, kill it')
- Avoid touching their face and do not touch others' faces
- Only use any equipment they have been given to use by the adult in the room.
- Follow changes in the school timetable e.g. playtimes
- Children will not be allowed to leave the classroom unsupervised and must follow instructions given
- Children will only be allowed outside at their designated times set by their group leader
- Be sensible when walking to and from the toilets
- Use the 2m rule to keep apart from others

We expect parents to support us by:

- Actively supporting the school and adhering to all school, local authority and government guidance
- Informing the school if their child or family member who lives in the same house or someone they have come into close contact with has tested positive or has symptoms of COVID-19 or anyone who they have come into close contact with has tested positive or is displaying symptoms of COVID-19
- To follow guidance and have their child tested to confirm if an illness is Covid-19. If parents do not follow guidance and undertake a test they will keep their child out of the setting for a minimum of 14 days isolation
- Ensuring children wear freshly laundered and appropriate clothes every day
- Arriving promptly at the designated drop off and collection times
- Adhering to social distancing rules (2m)
- Adhering to procedures set by the school i.e. one-way systems etc.
- Leaving promptly and not congregating outside the school grounds
- Only having one parent accompanying children to and from school
- Making sure their child/ren knows to tell an adult if they start to feel unwell and consider explaining to them what would happen next and why if parents think it would help them to deal with this should it happen
- Not trying to enter the school building without an appointment
- Not allowing children to take personal possessions into school, unless agreed with the teacher, with the exception of packed lunch boxes and coats

- Supporting school, family, friends and local community, by following social distancing outside of school

If you feel your child needs more support to understand our expectations, please get in touch. We know that all children will need time to get used to the new way of being in school but we do need to adjust as soon as we can. Adults in school will regularly remind children about the changes to the expected behaviour. This is necessary to ensure a safe reintegration back into school and it is important that children understand the need for enhanced behaviour expectations in school at such a time.

All of our staff would like to thank you for supporting them during this difficult time. Your support is vital in maintaining the education at school and safety in our community. If you do have a concern, or wish to speak to your class teacher, please make contact with the school by phone or email.