



## COLGATE PRIMARY SCHOOL

### PUPIL BEHAVIOUR POLICY

(See also The Anti-Bullying Policy,  
Home-School Agreement  
and Staff Code of conduct)

*Working together to be our best*

**Approved by:**

Colgate Full Governing  
Board

**Date:** 8 December  
2022

**Last reviewed: December 2022**

**Next review due by: December 2024**

#### AIMS AND EXPECTATIONS:

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The Pupil Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way and where every member of the school community can achieve their full potential both academically and personally

The policy aims to promote positive behaviour for learning and help children to grow in a safe and secure environment where they become responsible learners and increasingly independent members of the school community.

#### OUR SCHOOL VISION AND VALUES:

All children, staff and parents were involved with the teaching staff in creating our school vision and the values which underpin our school. The vision empowers all member of the school community with a shared aim or a goal every time they enter Colgate Primary School. We have four core values which, as a school community, will enable and empower us to live our school vision. These are:

- Caring
- Leadership
- Inclusion
- Communication

These values will be used to inform class teaching, break and playtimes and all other opportunities the children have in school to ensure that all children have the opportunity to become well rounded individuals who can develop academically, morally and socially. We believe that giving the children the opportunities to display these values will enable a child to 'be their best'.

#### OUR POLICY:

Our policy is designed to promote good behaviour and is based on a co-operation between pupils, parents, staff and governors. The role of each of these important contributors is outlined in this policy.

Fundamentally the school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation.

We praise and reward children for good behaviour in a variety of ways:

- a) teachers give verbal feedback and use positive body language
- b) each week the adults in the school can nominate two children for good work/behaviour and these are recognised in our 'Praise Assembly'
- c) we distribute 'dragon' stickers to children either for consistent good work or behaviour or to acknowledge outstanding effort or acts of kindness in school
- d) Each class employs a reward system, e.g. filling a jar with pasta, treasure tin, star of the week etc.
- e) children can be sent to the Head Teacher to share good work and receive Head Teacher awards and stickers

Expectations of good behaviour are modelled to children made clear to pupils during assembly and through discussions that staff have with children around the school. Children are also praised and rewarded for showing good behaviour. Each class also has its own classroom code which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. We encourage and support pupils to express any concerns to anyone.

Recognising that there will be occasions where this positive approach is insufficient the school employs a number of methods to promote good behaviour and to ensure a safe and positive learning environment free from negative behaviour and bullying (see Anti-Bullying Policy). We approach each individual situation using these principles.

Normally if there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time', or with individual pupils as appropriate.

We expect children to listen carefully in lessons, to try their best in all activities and to behave appropriately. The safety of the children is paramount in all situations.

Beyond this and to ensure that consistency is maintained each class agrees their own 'consequence ladder' at the start of the new school year

Actions could include:

1. Discuss behaviour with the child
2. Issue a verbal warning
3. Move the child within the classroom for a short period
4. Send the child to the Head teacher
5. Monitor behaviour on CPOMs

Once the Head teacher is involved the next steps would be:

6. Meeting with parents
7. Referral to outside agencies for support and guidance
8. Internal exclusion of the pupil to a different class
9. Fixed term external exclusion

These steps are cumulative within individual sessions.

Where the unacceptable behaviour has no element of bullying each session is a fresh start.

Where there are instances of swearing, rudeness to members of staff, verbal abuse or physical violence children will be dealt with by class teacher, deputy Head Teacher or Head Teacher, depending on the severity of the incident.

Parents will be called into school to discuss a child's behaviour if the poor behaviour becomes a regular occurrence.

Where any evidence of bullying is observed please see the Anti-Bullying Policy for advice. A case based approach will be adopted as bullying has an accumulative nature and it requires record keeping to determine the impact and the effectiveness of actions. The formal actions will follow the scheme above.

All calls and contacts of any kind to any school official will be handled by this process.

We support the use of Childline (08001111), Freepost 1111, London N1 0BR, Parentline Plus 08088002222 and contacts to WSCC

Staff will intervene physically, in line with Colgate Primary School's Reasonable Restraint Policy and only if in their professional judgment it is necessary to prevent pupils hurting themselves or others, damaging property or causing disorder. In exercising their judgment, members of staff will take account of the particular circumstances of children with disabilities or special educational needs (SEND).

## SUPPORTING ROLES

### THE ROLE OF THE CLASS TEACHER:

It is the responsibility of the class teacher to ensure that positive behaviour is promoted in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

The class teacher uses the agreed school discipline process.

Teachers in our school take all forms of discipline seriously and intervene to prevent incidents from taking place.

Teachers intervene when bullying takes place that involve children or groups of children within their class. (See Anti-Bullying Policy)

This may involve counselling and support for the victim of the bullying and/or punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.

Teachers keep their own records of all incidents that happen in their class and that they are aware of in the school. This information must also be added to CPOMs.

### THE ROLE OF THE HEAD TEACHER:

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998 to implement the school pupil behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.

The Head Teacher:

- a) Ensures that all children understand what unacceptable behaviour in this school is.
- b) Ensures that all staff receives sufficient training to be equipped to deal with all incidents of unacceptable behaviour.
- c) Sets the school climate of mutual support and praise for success tempered by a fair but firm application of behaviour rules.
- d) Supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. All reported serious incidents of misbehaviour are recorded on CPOMs.
- e) Has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

#### THE ROLE OF PARENTS AND CARERS:

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Our expectations for good behaviour are outlined in the school prospectus. We expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher, then the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. (See The Anti-Bullying Policy)

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

#### THE ROLE OF GOVERNORS:

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school pupil behaviour policy, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

The Governors require the Head Teacher to keep accurate records of all incidents of unacceptable behaviour of all kinds and to report to the Governors on request about the effectiveness of school behaviour policies and strategies.

Where a direct contact is made to the Governing Body about any kind of misbehaviour the Governing Body notifies the Head Teacher and asks for an investigation into the case to report back to the Governing Body and the original contact within ten days.

#### **FIXED-TERM AND PERMANENT EXCLUSIONS:**

We operate our exclusion policy in line with Government/West Sussex Education Authority guidelines.

Only the Head Teacher (or the Acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. The Head Teacher informs the LEA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The Governing Body would convene a discipline committee which would be made up of between three and five members. This committee would consider any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

#### **MONITORING AND REVIEW:**

The school keeps a variety of records of positive and negative behaviours.

- a) The class teacher records significant negative classroom incidents on CPOMs
- b) The Head Teacher records incidents on CPOMs where a child is sent to her on account of negative behaviour.
- c) Significant incidents of negative behaviour that occur at break or lunchtimes are recorded on CPOMs
- d) Rewards are recorded in the Praise Book and celebrated in Celebration Assembly
- e) Dragon/Excellent work stickers are given for positive behaviour and celebrated

The Head Teacher keeps a record on CPOMs of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

The Governing Body reviews this policy every year. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

#### **SIGNED:**

**Head Teacher: R. Winn**

**Chair of Governors: Mr T. Lintern**

**Date: 8 December 2022**