



BEHAVIOUR POLICY

2020

Ratified by SDC on 5th March 2020

Introduction

It is a primary aim of John Clifford 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 school Behaviour Policy is therefore designed to support the way in which all members of our school can live and work together in a supportive and considerate way. It aims to promote an environment where everyone feels happy, safe and secure.

School Aims and Ethos

The school has a number of school rules, but the primary aim of the Behaviour Policy is not a system to enforce rules; it is a means of promoting and rewarding good relationships and behaviour, rather than merely deterring anti – social behaviour. It allows people and children to work together with a common purpose.

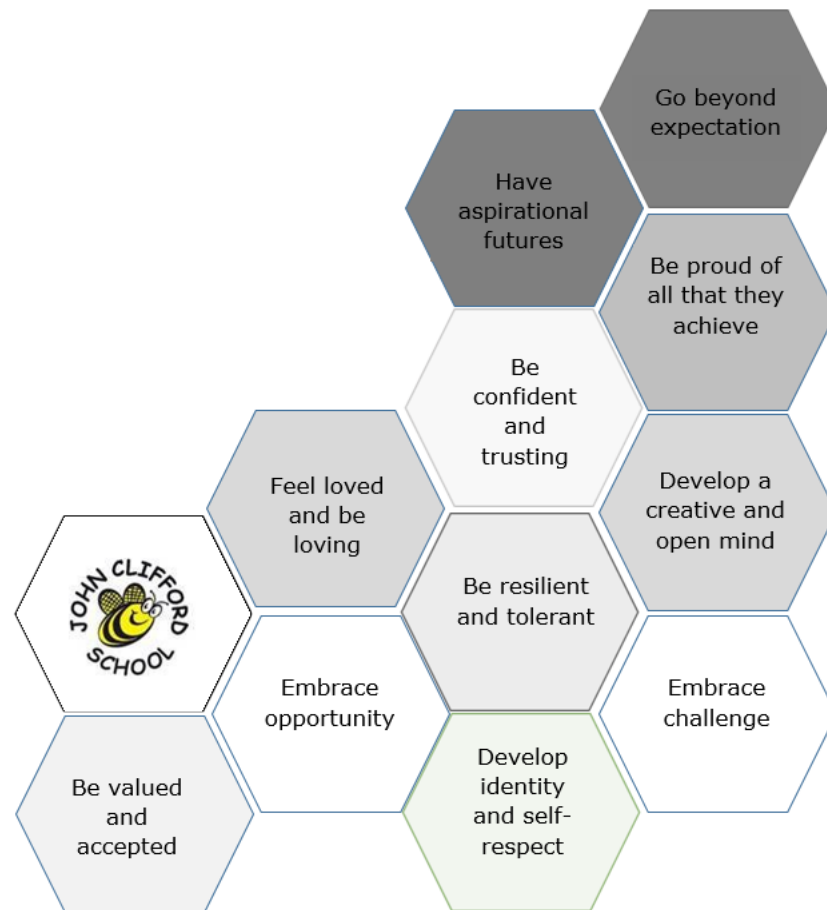
We want all children to enjoy their time at school, succeed to the very best of their abilities and take pride and be proud of their achievements.

We are a proud community, where children and staff are free to positively express themselves. We work hard together to make everyone welcome into our community and together we strive to take care of ourselves and each other. We work hard and play hard, taking care with everything that we do and together, we know that we will be successful.

Our **Aims** for our **School and Local Community** are that we are able to:

- Be the best people that we can be in this shared and diverse world;
- Be the most creative and open minded learners with a thirst for lifelong learning; and
- Be aspirational in all that we do and to go beyond what is expected.

A John Clifford School learner will be encouraged to:



We achieve our **Aims** by:

Ensuring that, at the heart of our work is the personal development of all learners;

Promoting an inclusive, creative, challenging and meaningful curriculum;

Providing a broad range of opportunities and experiences both inside and outside of the classroom;

Working in partnership with parents and carers to understand and provide support activity for our families and our local community; and

Constantly challenging ourselves to ensure that our learners' needs are met and that the aims are relevant and fit for purpose.

At John Clifford School, our **ethos** is based upon the aspiration to **Be your best and Celebrate Success** as we know that **Together we will be Successful**.

This is manifested in the following **Values** shared by **Our School and Local Community** to:

- work together to maintain a happy, caring and cohesive environment;
- value and listen to each other, treating ourselves, each other and our work with respect;
- be encouraged to seek opportunities and embrace challenge in a safe and supportive space; and
- make responsible choices for ourselves and others and promote high standards of conduct and achievement at all times.

The John Clifford Promises underpin all that we do in school and beyond and these are adhered to by all staff and children.

The John Clifford Promises



At John Clifford School we will:

- Develop positive attitudes towards behaviour and give children a sense of achievement and well-being;

- Raise children's self-esteem and confidence and encourage them to use reflection and skills of assertiveness, in order for them to overcome difficulties, ask searching questions and draw sensible conclusions;
- Encourage children to develop many strategies for solving behavioural problems of their own and others'. We want children to develop an ability to apply reasoning and thinking to promote positive behaviour;
- Ensure the children understand the distinction between their rights and responsibilities through our Curriculum.
- Central to this policy is making clear the distinction between the child and their poor behaviour; it is always the behaviour that is unacceptable and not the child. Children are always valued so that they can look at and strive for good behaviour.

Rewards and Sanctions

We aim to encourage the child to see that they can improve their behaviour; it is something over which they do have control and that we will work with them to help modify their behaviour. Children are praised and rewarded for good behaviour in a variety of ways: verbal praise, smiles, thumbs up, applause from the class.

Whole school rewards include – Star of the Week awards for keeping The John Clifford Promises, stickers, certificates and Bee Tokens or Hive Points. They are all examples of our positive approach to behaviour at John Clifford School.

As part of the John Clifford Promises, children are rewarded with Bee Tokens. When children are recognised for keeping the John Clifford Promises, the following takes place:

- The child or group of children will be awarded a Bee Token or a Hive Point which will be placed against their name on a chart;
- When the chart is full, the children negotiate a reward with the class teacher.

Good to Be Green

John Clifford School uses a commercial behaviour scheme called Good to be Green. This scheme works on the basis that all children have the opportunity each day to be recognised for following the John Clifford Promises. Each child has a Good to be Green card in the class chart and this is displayed in the classroom.

If a child demonstrates consistency of approach in their attitude and behaviour in line with the John Clifford Promises then they will add a Bronze Card to their name on the class chart.

If a child goes beyond this and demonstrates a very strong commitment to the Promises in and around the school and home then they will be recommended for a Silver Card to be placed next to their name.

Outstanding behaviour and attitude in and around school and within the home and community will earn a gold card. Class teachers record these achievements on a class chart.

After a total of 10 gold weeks has been achieved, children will earn an enamel gold star and begin collecting again.

This positivity is recognised first and foremost and this visual element to our behaviour system, reinforces and celebrates our beliefs and our gratitude for being a John Clifford School child.

For the very small minority of children, for whom Good to Be Green does not work all of the time we apply additional strategies to encourage positive behaviour. This may include a child having a reward chart with direct involvement of the Headteacher. This breaks up the periods of the day into more manageable chunks for children who demonstrate the most challenging behaviour. This would only apply to 5 or 6 children out of the entire school population and these children can be really successful when their rewards and sanctions make sense to them and when they feel included and valued.

In the case of a negative approach to school displayed by a child, the following steps will be taken:

1. If a child decides to make the wrong behaviour choice then the adult will give a knowing look as a warning.
2. If the child continues to make the wrong behaviour choices then the adult will give the child a verbal warning.
3. If the child continues to make the wrong behaviour choices then the adult will give the child a Yellow Warning Card and this will be recorded on the class log sheet.
4. At this point, if the child turns the behaviour around, then the child will replace the Yellow Card with their own Green Card.
5. If the child continues to make the wrong behaviour choices then the adult will give the child a Red Card which the child will put on the class chart.
7. Cards are recorded on the class log but the adult will also fill in a Behaviour Log on SIMS, the school management system, alerting the Senior Leadership Group of the behaviour and actions.
Children who receive a Yellow or Red Card visit other classes to look for good behaviour for short periods of time.
8. As a consequence of receiving a Red Card the child will miss the next play time supervised by a member of staff.
9. The number of Yellow and Red cards are monitored on a weekly basis and staff who require extra input with any children are supported by the Headteacher and Middle Management Team.
10. Each day, is a fresh start and all children begin again with a Green Card.
11. If a child remains green all week they are asked to celebrate this in Friday's Star of the Week assembly and will receive a stamp in their Communication Diary at the end of the day to notify parents of such success.

Staff are supported on induction in understanding the Good to be Green system and discussions about children take place each week at Phase Meetings.

Nurture Groups

At John Clifford School, we pride ourselves in the nurture that we offer all of our children including our most vulnerable and those most in need. Some children struggle on occasions to make the right behaviour choices when interacting with others at playtimes/lunchtimes. As a result, we have many opportunities for children to enjoy well organised activities delivered by experienced staff.

Children have the opportunity to experience ICT, sports and quiet small group activities. Children are also offered direct support in the Dining Hall to help them interact and enjoy eating lunch in a calm and caring environment. All of these activities are well supervised by experienced adults and offer a high quality of provision and nurture.

Hive System

All children and staff have been placed into a Hive to encourage a collective approach to positive behaviour. There are four hives – Purple, Yellow, Orange and Blue. Bee Tokens or Hive Points are given out for the same reasons as mentioned above. Each Hive has two captains from Year 6 who collect and present the weekly totals for their Hive. The winning Hive performs a chant in Friday's Star Assembly and get their coloured ribbons on the Hive Trophy which is displayed in the foyer of John Clifford School. The winning Hive at the end of the term will receive an enriching treat. Hives meet once a half term to discuss issues and change or improve their chant.

Internal Time Out

Due to the success of the behaviour systems above, there is little use of internal time out. However, before moving to a fixed term or permanent exclusion, the school has found it helpful to isolate or internally move a child for a lesson or half-a day to look for good behaviour. We recognise this strategy is staff intensive and we will ensure adequate provision for isolated children by ensuring they are in another class looking for good behaviour. This method of time-out is a penultimate sanction for persistent and defiant refusal to abide by the agreed disciplinary code of conduct, resulting in continuing and generalised poor behaviour.

Instances of theft, violence, vandalism and racism may well be so serious that they warrant an immediate move to a fixed term or permanent exclusion.

Children who do not respond to our philosophy and practices can be referred to the School Behaviour and Attendance Partnership (SBAP) who require evidence and a referral before they can discuss potential support. It is essential that children at the risk of exclusion are flagged up to the SBAP. Options that can be explored are part-time timetables and managed moves to other schools for short periods of time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (refer to our Anti-Bullying Policy).

Fixed Term and Permanent Exclusions

These incidences are very rare. However, a child will be excluded if the child commits any of the following violations whilst at school or is engaged in a school related activity:

1. Possessing a weapon/item that threatens the safety of other children/staff;
2. Using a weapon to cause or to threaten bodily harm to another child;
3. Committing physical assault on another person that causes bodily harm requiring medical treatment;
4. Committing theft;
5. Criminal damage/reckless damage to school property;
6. For any other reason where the behaviour of the child is deemed to be inappropriate by the Governing Body.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the

Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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.

Parents are invited to a re-integration meeting and regular review of behaviour is essential after any exclusion and should focus on everyone's experience of the incident and any improvements which could be made in the light of this.

The Headteacher informs the local authority and the Governing Body via the Chair of Governors 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 child or extend the exclusion period made by the Headteacher. The Governing Body will convene a Discipline Committee which is made up of between three and five members to consider any exclusion appeals on behalf of the Governing Body.

When an appeals panel meets to consider an exclusion, the panel will consider the circumstances in which the child was excluded, consider any representation by parents and the local authority, and consider whether the child should be reinstated. If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

The Use Of Force To Control Or Restrain Children

There is no legal definition of when it is reasonable to use force – that will always depend on all circumstances of the case. Any degree of force is unlawful if the circumstances do not warrant the use of force. The degree of force used should always be the minimum needed to achieve the desired result and it should only be used when all other de-escalation techniques have failed. This force is used to prevent a child from:

1. Endangering themselves

2. Endangering others

For example:

- A child attacks a member of staff or other child;
- Children are fighting;
- A child is causing or at risk of causing injury or damage by accident through rough play or by misuse of dangerous materials or objects;
- A child is running in a corridor or stairway in which they might have or cause an accident likely to seriously injure themselves or others;
- A child absconds from class or tries to leave school other than at an authorised time. The judgement on whether to use force here would depend on assessment of the degree of risk to the child;
- A child is behaving in a way that is seriously disrupting a lesson;
- A child blocks a door to prevent access for others;
- A child resists attempts to search for a weapon.

The types of force used could include:

- Standing between children;
- Blocking a child's path;
- Leading a child by the hand or arm;
- Shepherding a child away by placing a hand in centre of the back;
- In more extreme circumstances using restrictive holds.

Such holds include:

- Two TRAINED staff members holding a child's elbows to his or her sides
- Two TRAINED staff members holding a child's elbows and arms securely by his or her sides
- Two TRAINED staff members holding a child's elbows, wrists and hands.

Such intervention should be used for the shortest possible time.

Where there is a high risk of death or serious injury, any member of staff would be justified in taking necessary action consistent with using the minimum force required to achieve the desired result, e.g. preventing a child running off the pavement onto a busy road or hitting someone with a dangerous object.

Staff should always avoid actions that might reasonably be expected to cause injury, e.g.

- Holding a child around the neck, or by the collar, or in any other way that may restrict breathing;
- Slapping, punching, kicking or tripping up a child;
- Twisting or forcing limbs against a joint;
- Holding or pulling a child by the hair or ear;
- Applying pressure to the neck, chest, abdomen or groin areas;
- Forcing a child to the floor or holding them face down on the floor;
- Using clothing or belts to restrict movement.

Staff should always avoid touching or restraining a child in a way that could be interpreted as sexually inappropriate conduct. Nor should force be threatened or used as a punishment. The school should keep systematic records of incidents where staff has used force.

Serious incidents that require the use of force can be upsetting to all concerned. After an incident has ended, it is important to ensure that staff and children are given the appropriate support and debriefing. Reviews of any incident are essential in order to develop good practice.

The Role Of The Parents

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. A major feature of communication is before and after school as staff are available to share good news and discuss any issues related to rewards and sanctions. We outline our John Clifford Promises in our Communication Diary, and we expect parents to read this and support it.

We expect parents/carers 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/carers immediately if we have concerns about their child's welfare or behaviour.

There are many opportunities for staff to talk to parents and provide a personal touch in discussing positive trends of behaviour. Children's behaviour will be reported to parents/carers at the end of the year in the Annual School report and during the year at open evenings. The Head teacher spends a considerable amount of time reassuring parents about how children can flourish with our nurturing approach to behaviour. Our ethos is based on developing warmth and understanding.

If the school has to use reasonable sanctions to punish a child, parents/carers should support the actions of the school. If parents/carers 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 Headteacher; if this remains unresolved they should contact the Governing Body.

Monitoring

The Lead Behaviour Professional and Headteacher monitor the effectiveness of this policy on a regular basis with Governors (see below). The Headteacher also report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. Incidents of unacceptable behaviour are kept by teachers and lunchtime supervisors. Incidents are recorded on the School's Information Management System and checked regularly by the Lead Behaviour Professional.

Records of internal exclusions are kept by the Lead Behaviour Professional whilst the Headteacher keeps a record of any child 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 exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Body reviews this policy every year. They 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.

Governors link into school on a regular basis to observe lessons, discuss strategies and ethos and to review policies and practices. Our Behaviour Governor is Julie McNicholas. Behaviour is a standing item at the Strategic Development Committee each term.

Meeting The Needs Of Individuals And Different Groups Of Children

John Clifford School is committed to being an inclusive school and believes that every child can learn and has the right to learn in a safe and secure environment. Every child must have an equal chance to experience a broad and balanced education.

We are proud of the fact that John Clifford School is a multi-cultural school. Emphasis is placed on ensuring the developments of multi-cultural aspects of the subject where possible. The curriculum for children who have English as an additional language will be carefully planned and supported so that development is not impeded by language difficulties.

Resources and curriculum contents are carefully selected to represent different cultures and societies. This policy supports the Single Equality Policy through ensuring that all children have equal access to the teaching and learning.

John Clifford School views the inclusion and valuing of the varied cultures of our children to be a central part of practising the promises and creating a caring community.

Children with Emotional, Behavioural or Social difficulties who are identified as gifted and talented will have the opportunity to extend their knowledge through carefully planned experiences organised by the school and outside agencies subject to a risk assessment.

As behaviour is one factor identified as an influence within special educational needs, children are categorised as SEND support or a member of a vulnerable group. Children with special educational needs will be likely to have their own targets and are taught and supported according to a graduated approach (See SEND Policy).

Some SEND children are supported before, during and after school in a wide variety of provision and nurture activity. Teaching staff will be aware of the current targets within these and will provide appropriate activities and assessment techniques. Adequate provision will be made for children who need to use a means of communicating other than speech, including computers, signing, symbols or lip reading. Computers will be available for written work if necessary as will non sighted methods of reading such as Braille. Aids or adapted equipment will be in use to allow access to practical aspects of the curriculum.