



Behaviour Policy and Written Statement of Principles

Behaviour Principles Written Statement

Rationale & Purpose

The statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy, the role of the governing body). The purpose of this statement is to provide guidance for the Head Teacher in drawing up the Behaviour Policy at Caedmon Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following the guidance.

This is a statement of principles, not practice: it is the responsibility of the Head Teacher to draw up the Behaviour Policy at Caedmon Primary School, though they must take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Head Teachers and school staff (January 2006).

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles

- Caedmon Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- The environment at school promotes and cajoles a progressive learning culture at all times of the school day.
- School shapes high aspirations for all members of the school community within a structure of collaborative learning.
- The school community uses restorative practice to guide children and help them reflect on their choices
- All members of the school community are invested in supporting positive interactions between each other. The school community understands and engage in the positive school ethos.
- Caedmon School's principles will be defined by the pupils voice and representation on school council strategic decisions.
- All children achieve and have aspirations and ambition.

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- Our behaviour principles are, established democratically, well defined, communicated clearly, established and clearly understood.
- All children are represented democratically (school council, pupil voice, subject teams)
- The school ethos recognises and celebrates the diversity in our community.
- Curriculum drivers and school values (6R's) underpin behaviour principles across the school.
- Protected characteristics from the 2010 Equality Act underpinning principle: age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
- Foster, maintain and develop good relations with all members of school community.
- Eliminate discrimination, harassment, victimisation.

Behaviour Policy

Introduction

At Caedmon Community Primary School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules to a minimum, following principles of the 6 R'S Ready, Respectful, Resourceful, Responsible, Resilience, Reflective to make the Caedmon Commands (Appendix 2). We focus on 3 clear rules Be Ready, Be Respectful and Be Reflective and children talk about these daily.

Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school community: staff, governors, parents, the wider community and the children, have a vital role to play and should aim to build positive relationships with each other.

We expect each individual to respect others, their families, culture and beliefs, as part of the high standards of behaviour that we have at Caedmon. Implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected.

We support pupils in developing the skills to maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects and impacts on others. Pupils are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently.

Aims

- To develop positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.

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- By creating a safe, sensitive and supportive ethos, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and which support all members of the school community.
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour. (Teaching and Learning Policy)
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

Restorative Practices

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed, and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

Positive Behaviours

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards, as identified (appendix 1)

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by signing a home/school agreement as written evidence that they are in agreement. We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Use of the Class Dojo app .
- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone.
- Reading records or books are used to send messages home or into school.
- The Parents' Consultation Evenings also provide a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Class assemblies, celebrating behaviour and achievements.
- Certificates stickers and rewards that children take home.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

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We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – that is unjust towards the innocent;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

As part of promoting positive behaviour and providing positive role models, pupils are encouraged to take on responsibilities within their class and across their school. These include, but are not limited to:

- School Council
- Playground Leaders
- Sports Crew
- Classroom monitor jobs
- Supporting admin staff to deliver letters
- Lunchtime Monitors in the form of year 6 prefects.

Every class will spend time during PHSE sessions and in- class assemblies. During this time, expectations of behaviours are taught and reinforced but it is mainly used to build connections and relationships within the class and collaboratively resolve any issues arising. Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored.

Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced. See Appendix 1 for an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

What are our expectations for pupil and adult conduct?

We have expectations for the various areas within the school as well as for specific 'whole school' activities:

The school environment

All of us should be proud of our interesting, motivating and well-resourced school. It is the responsibility of staff and children to maintain this by looking after the resources and displays. Our classrooms are tidy and well organised, as this has a positive impact on behaviour. We walk quietly around the building at all times, especially when passing through areas where other people are working. We take care not to damage displays in the corridors as we pass and are keen to hold doors open for others, showing politeness and consideration.

Assemblies

With staff leading their class from the front of the line, we enter and leave assembly silently, unless for example, choosing to sing along to any music being played. We also sit silently during assembly but should be keen to participate in any interactive parts in a positive and respectful manner.

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The dinner hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. During their meal, children are expected to display good table manners, remain seated and talk quietly to the people at their table. After the meal, children should clear their eating area, leave the dining area quietly and walk to the playground.

The playground

Children are expected to respect the authority of all adults equally – there is no distinction between the authority of one adult to another. All children should feel safe outside and must be made aware of the importance of informing an adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that children are displaying the 6RS and that any incidents are being properly dealt with within the restorative framework.

During break and lunch times:

- Can only run when on the playground and must play in the designated areas where they can be seen by an adult
- Do not pick each other up or play fight and only play football on their year group's designated day, which is supervised by an adult.
- Only go inside when they have an adult's permission e.g. to go to the designated toilets or for First Aid.
- Must stop and stand quietly on the first whistle, which signifies the end of break time. On the second whistle, children should walk sensibly and quietly to their lines, where their teacher will be waiting for them.
- They will be led back into class, walking one behind the other in their line.

Possessions from Home

Children should not bring toys or possessions (e.g. footballs or collection cards) from home unless for an organised day or if specifically given permission by an adult in exceptional circumstances.

School uniform

Children are expected to wear correct school uniform at all times, as it gives the children a sense of pride and purpose and creates a cohesive community that encourages good behaviour. Guidance for school uniform is available on the school website and available in print from the school office. All families are given a red hoodie and t-shirt with school logo at the start of each academic year. All members of staff are expected to enquire into incidences of children not wearing correct school uniform and challenge this where appropriate.

The Restorative Approach – Dealing with inappropriate behaviour.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach. When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused.

Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

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The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g., the school community and families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the Restorative ladder to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Active Listening

Encouraging Tell me some more about that

Summarising So there seem to be several things bothering you And earlier you said....

Acknowledging That sounds important. That sounds like that was difficult for you... (Also body language i.e. nodding)

Reflecting So you.....(Repeating back last few words)

Checking So did I hear you say.... Am I right in thinking.....

Empathy It's understandable that you are worried / upset about this; sounds tough;

Affirmation Thanks for telling me that; I appreciate you talking about this with me

Clarification Can you help me understand that....

Implementation of the Restorative Approach – Practicalities

At Caedmon, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach

underpin our method in dealing with behaviour issues but we are proactive in adapting our approach to ensure it is suitable for the pupil's age and level of understanding.

We aim to help the children look at the harm they have caused to others and see that their consequence is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

When working with pupils in the Early Years, our focus is on the initial stages of the Restorative Approach: helping them to grasp the concepts of feelings and how they are caused. Modelling, small

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group work, peer support and visual resources such as photographs are used to support the pupils' understanding and development of empathy. This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident.

Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

The following steps (outlined below) should be followed when dealing with behaviour incidents

Steps	Actions
1	<p>Reminder</p> <p>A reminder of the school rule (e.g. be ready, respectful, reflective) or the requirement (I need you to....) delivered privately wherever possible.</p> <p>Repeat reminders if reasonable adjustments are necessary.</p> <p>Take the initiative to keep things at this stage.</p>
2	<p>Caution</p> <p>A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>Reminder of the requirement. Use the phrase 'Think carefully about your next step.'</p>
3	<p>Last chance *</p> <p>Speak to the child privately and give them the final opportunity to engage.</p> <p>Offer a positive choice to do so and refer to previous examples of good behaviour. Use clear conversation. This will usually involve staying behind for some time at playtime.</p> <p>(That time is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced, or substituted).</p>
4	<p>Time out *</p> <p>Time out might be a short time out outside the room in the 'safe place', on the 'thinking spot' in the classroom or in the playground- if it happens outside.</p> <p>It is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves.</p> <p>On return to the classroom, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct.</p>
5	<p>Repair *</p> <p>This might be a quick chat at break time in the yard or a more formal meeting e.g., held at lunch time (Restorative conversation) this would take place in the Lunchtime Reflection Zone (LRZ)</p> <p>The Restorative Meeting will explore the reasons for the poor choices, the impact on other people and how to make better choices in the future.</p> <p>A proforma is available for children to use to prepare for the meeting if required / felt appropriate.</p>



6	Individual pastoral support programme	A bespoke package for children deemed to be at risk of exclusion. The child will work with key staff to address issues of concern. This stage may involve seeking the advice of other professionals
7	Exclusion *	<p>Parents informed firstly by telephone and then confirmed by letter.</p> <p>Internal exclusion</p> <ol style="list-style-type: none"> 1. Child has no contact with own class or classmates. 2. No access to playground, lunch taken with other key stage. <p>Fixed Short Term Exclusion (up to 5 days per term)</p> <ol style="list-style-type: none"> 1. Followed by a reintegration meeting on the child's return. <p>Fixed Long Term Exclusion (up to 45 days per year).</p> <ol style="list-style-type: none"> 1. Followed by a reintegration meeting on the child's return. <p>Permanent Exclusion</p> <ol style="list-style-type: none"> 1. Child is removed from the school role

The Caedmon Curriculum

The Personal Development of pupils is a high priority at Caedmon where across the curriculum and in our everyday interactions, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to. In addition, we also choose to reward good behaviour, for both groups and individuals, as we believe that this will develop an ethos of kindness and cooperation where personal success is celebrated.

PSHE lessons, school assemblies, out of school experiences and after school clubs also contribute to the pupils' understanding and competency in managing conflict. Discrete PSHE lessons are taught on a weekly to ensure all pupils understand the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

The Restorative Approach and use of consequences

When using consequences at Caedmon, the child(ren) should always be involved in a restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened. When consequences are imposed without meaningful discussion, the child is likely to see themselves as the victim of punishment, rather than take responsibility for their original actions.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

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On rare occasions, there are incidences where behaviours severely compromise the safety of our pupils and adults. In these cases, the adults dealing with the situation may choose to implement consequences that could range from loss of privileges (e.g removal from yard during break) to reporting to the Deputy Headteacher or Headteacher for a temporary internal/external exclusion.

External agencies may need to become involved for behaviour monitoring and support. However, in all situations pupils will be treated within the Restorative Framework so that when they are calm their views and feelings are heard and they have the opportunity to take responsibility and repair harm caused.

CPOMS: When should behaviour incidents be logged?

SLT review CPOMS regularly and create actions based on issues and trends, in order to ensure support at the right times and in the right places. The child's teacher (or TA if covering) should log the following incidents/issues on CPOMS if they arise for a child in their class:

1. When a pupil damages property on purpose (belonging to school or to another individual in school).
2. Racist incidents (these also need to be reported separately to the DHT/HT).
3. Severe swearing/verbal abuse.
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent.
5. Incidents in which another individual has been injured/assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved.
6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses. If any of points 1-6 occur during lunchtime, the member of staff involved should report this to the class teacher who will log information on CPOMS. Points 1-5 must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this.

Bullying

What is bullying? Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at Caedmon is considered to be, "unacceptable behaviour which occurs 'lots of times, on purpose'."

All known/reported incidences of bullying will be investigated by the class teacher and by a senior member of staff. Parents of the perpetrator and victim will be contacted by a member of staff and the incident will be logged on CPOMS.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from external agencies, counselling, in-school exclusions, or even fixed or permanent exclusion will be considered.

Exclusions

In school, an exclusion will operate when a child's behaviour is becoming detrimental to the welfare of other children. The child's parents will be asked to attend a meeting wherein the following will be discussed. The child will either be excluded for a set period of time within school but will be isolated

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from the other children during breaks and lunchtime. The child will be supervised by the Deputy Head or Head teacher.

The sanction is used with the discretion of the head teacher and is used very infrequently. Exclusion will only be given following a very serious event.

If unacceptable behaviour still continues, parents/carers will be called to a meeting with a panel of governors. The intention of this panel is to inform the parent(s)/carers that the behaviour of the child is causing continued disruption in school and demands more formalised support from home. This will only involve a few children each year and will only be in exceptional circumstances.

If a serious incident occurs that warrants more than time out or LRZ (lunchtime reflection zone) the child will be sent initially to a different classroom. If the situation persists, the Deputy Head will become involved and as a last resort the Head Teacher.

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