



Canon Burrows Behaviour and Discipline Policy

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.

Aims and expectations

1.1 Canon Burrows is a Christian school that respects and values the beliefs of all. It is a primary aim of our school that every member of the school community feels that they are special, precious and unique, and that each person is treated fairly and well. Our Christian values foster an environment of mutual trust and respect for all. The school behaviour policy is therefore designed to aid the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The primary aim of the behaviour policy is the means of promoting good relationships, self-discipline and respect so that people can work together with the common purpose of helping everyone to learn, play and grow together. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 At Canon Burrows we help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and consequences

While we emphasise the positive as much as possible, we also recognise that sometimes steps need to be taken to protect the rights of children and staff that might be affected by negative behaviour. We have a structured approach to both rewards and consequences detailed below.

Positive behaviour shall be recognised and rewarded; negative behaviour shall be managed in line with this policy.

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

Examples include:

- *teachers congratulate children verbally
- *star of the day/week
- *class dojos (IT resource)
- *individualised behaviour charts
- *value vouchers
- *rainbow, sunshine and raincloud
- *merits or certificates are given to children for consistently good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- *celebration assemblies where children are able to show examples of their best work, or efforts are recognised.
- *citizen of the week award
- *worship leader
- *VIP lunch

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.2a To maintain high standards of behaviour, 'value vouchers' are gifted to children who demonstrate the school values. Value vouchers are entered into a Thursday raffle and six winners are rewarded with a VIP lunch.

2.3 The School Code is discussed in Key Stage assemblies at various times throughout the year. In addition to the School Code, each class also has its own Class Charter, which is created and 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.

2.4 All teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. This includes times even when a child is not at school or in the charge of a member of staff. The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants. The head teacher also has extended the power to discipline to adult volunteers on school residential visits.

The school employs a number of consequences to enforce the School Codes, and to ensure a safe and positive learning environment. The safety of the children is paramount in all situations. We employ each consequence appropriately to each individual situation. Any consequence takes into account the pupil's age, any special needs or disability they may have, and any religious requirements affecting them.

We expect children to try their best in all activities. If poor behaviour is identified, the following consequence ladder is implemented:

- i. A verbal warning.
- ii. Remove from the distraction
- iii. Loss of privilege
- iv. Counselling with Learning Mentor (Phone call home depending on severity)

- v. Counselling with phase leader
- vi. Report to Deputy Headteacher or Assistant Headteacher
- vii. Report to Headteacher
- viii. Headteacher to monitor behaviour plan daily

2.5 The school has a lunchtime code which is displayed in the hall and discussed with children in class. There are specific rewards and consequences in place at lunch times to enforce this code and promote positive behaviour in the dinner hall and the playgrounds.

Lunch time rewards and sanctions:

Lunch time Rewards. Lunchtime assistants reward individuals for good behaviour at lunch time with a value voucher.

Lunch time consequences. If a child does not follow the lunchtime code or the school code at lunch time, they may be issued with a yellow or red card. A yellow card is issued for less serious incidents, such as not following instructions, being rude or falling out with another child. A yellow card means that the child must stand at the playground wall for some time. A red card is issued for more serious incidents, such as fighting, swearing or physically harming another. A red card means that the child must stand on the staffroom wall for some time. If a child receives 2 yellow cards, the next behaviour incident would be a red. Incidents are logged in the class incident log and dealt with by the class teacher or a member of SMT if necessary.

2.6 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See Anti-Bullying Policy)

2.7 A pupil may be disciplined for non-criminal bad behaviour and bullying which occurs off the school premises and is witnessed by a staff member or reported to the school. This includes:

- ***Misbehaviour when the pupil is:***
 - i. Taking part in any school-organised or school-related activity.
 - ii. Travelling to or from school.
 - iii. Wearing school uniform.
 - iv. In some way identifiable as being a pupil at the school.
- ***Misbehaviour at any time, whether or not the conditions above apply, that:***
 - i. Could have repercussions for the orderly running of the school.
 - ii. Poses a threat to another pupil or member of the public.

- iii. Could adversely affect the reputation of the school.

2.8 All members of staff are aware of the regulations regarding the power to use reasonable force by teachers, and other physical contact, as set out in DFE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Members of staff have the power to use reasonable force to prevent pupils committing an offence, to prevent injury to a child, or if a child is in danger of hurting him/herself, or damaging property, and to maintain good order and discipline in the classroom. Teachers in our school do not hit, push or slap children. The actions that we take are in line with government guidelines on the restraint of children. (See Use of Restraint policy)

2.9 If given reasonable grounds to do so members of staff have the power to search bags and children without consent for items which can include:

- i. knives and weapons
- ii. alcohol
- iii. illegal drugs
- iv. stolen items
- v. cigarettes
- vi. fireworks
- vii. pornographic images
- viii. any article that is deemed likely to be used to commit an offence, cause personal injury or damage to property
- ix. mobile phones which have not been handed over to class teachers on entry to school
- x. any item which school has identified and informed pupils should not be brought to school

3. Head teachers and staff may also use force as is reasonable given the circumstances when conducting a search without consent for items i-viii

Staff can confiscate the above and other property which is causing concern. They can also search for and/or delete files on pupils' electronic devices. It is for teachers to decide if and when to return confiscated items.

Weapons and pornography must be handed to the police. Schools (Specification and Disposal of Articles) Regulations 2012

4. The role of the Teacher and Teaching Assistants in the Implementation of a Suitable Teaching and Learning Environment.

4.1 To Lead by example

4.2 To draw up the class Code of Conduct or Class Charter and ensure that it is enforced in their class, and that their class behaves in a responsible manner during lesson time.

4.3 To have high expectations of the children in terms of behaviour, and to strive to ensure that all children work to the best of their ability.

4.4.1 To treat each child fairly and enforce the classroom code consistently. To treat all children in their class with respect and understanding.

4.4.2 All non-teaching staff and parent helpers support the teaching staff in upholding the School Code and class rules.

4.4.3 Class teachers, Teaching assistants and Midday supervisors log any behavioural incidents in the green 'Behaviour and Incident Log Book', which is monitored termly by a member of the Senior Leadership Team.

4.3.4 If a child misbehaves repeatedly in class the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from other teachers, the SENCO and ultimately from the head teacher.

4.4 The class teacher, with support from the SENCO and Head teacher, liaises with external agencies, (Ed. Psychologist, Behaviour and Outreach Team etc) as necessary, to support and guide the progress of specific children.

4.5 To communicate positive and negative behaviours quickly and effectively to parents very regularly in an open, honest manner in the spirit of child and school development that also reflects the school ethos.

5. The role of the head teacher

5.1 It is the responsibility of the head teacher, under Section 175 of the Education Act 2002 and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to safeguard and promote the welfare of all children in the school. In some circumstances Head teachers can also address misbehaviour which occurs out of school.

5.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher supports the staff by providing appropriate training.

5.3 The head teacher should consider whether a child whose behaviour is under review gives cause to suspect that the child is suffering, or is likely to suffer significant harm. Where this may be the case the head teacher should follow the school safeguarding policy. The head teacher should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, and consider whether a multi-agency assessment is necessary. (Equality Act 2010)

5.4 The head teacher keeps records of all reported serious incidents of misbehaviour. The Head teacher ensures that all information is shared at any points of transition.

5.5 The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, and any child found to have made a malicious accusation against school staff.

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.

5.6 The decision to permanently exclude a child is a serious one. This decision is taken only

- a) In response to a serious breach of this policy
- b) If allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school

5.7 A one-off offence would not normally lead to a permanent exclusion however in exceptional circumstances it may be appropriate to exclude for a first or one-off offence. This might include:

- a) Serious actual or threatened violence against another pupil or a member of staff.
- b) Sexual abuse or assault.
- c) Supplying an illegal drug.
- d) Carrying an offensive weapon.
- e) Use or threatened use of an offensive weapon.
- f) Doing something that would bring the school into disrepute.

6. The Role of All Adults in School

- 6.1 To lead by example.
- 6.2 To ensure all children and staff are safe at all times
- 6.3 To clearly identify through school rules and verbal reinforcement, expected positive behaviours.
- 6.4 To emphasise the positive and clearly and regularly identify positive behaviours.
- 6.5 To ensure and maintain a well organised, calm and organised environment.
- 6.6 To report positive and negative behaviour to class teachers consistently, effectively and sensitively.
- 6.7 To calmly seek advice from other staff if a child is having difficulty in following the behaviour policy.

7. The role of parents

It is vital that there is good communication and a common message coming from both home and school about behaviour. To this end all parents are made aware of the schools discipline policy annually; the policy is updated regularly and available on the school website. Hard copies are available upon request at the school office.

As a school we endeavour to resolve issues that may arise on the day they happen. Teachers will seek to contact parents as quickly as possible when a significant incident has happened to ensure a support structure is in place.

The school shall also endeavour to communicate positive behaviour in the same speedy and efficient manner. We try to ensure that not every little quibble or lesser incident is reported to parents; however it is in the interest of all parties to be fully informed and working together in order to provide the best possible environment for all our children.

- 7.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 7.2 The school discipline policy is explained in the school prospectus and on the website and we expect parents to read it and support it.
- 7.3 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.

8. The role of governors

8.1 To lead by example

8.2 To uphold their duty of care to ensure children and staff are safe.

8.3 To oversee the implementation of the policy through regular review. The governors support the head teacher in carrying out these guidelines.

8.4 To ensure fairness and consistency in the implementation of the policy when contentious situations or parental complaints arise.

9. Behaviour monitoring of individual children

9.1 Persistent breaches of the school codes may result in individual children being monitored more closely this may include a behaviour book as a tool for increased communication between home and school and as a record and log of individual behaviour. Parents and teachers shall comment regularly.

9.2 Each new day starts afresh but reasonable adjustments might be required if a child is on an individual behaviour management system such as a Behaviour plan or Script. A behaviour plan can be set up at any time if the teacher is concerned about a child's behaviour pattern. It is intended that a personalised behaviour plan will help to prevent potential exclusions from school.

9.3 The Consequence Ladder should be followed wherever possible. However there are times when a child may go straight to seeing the Headteacher or a member of the Senior Leadership Team. At the discretion of the teacher, the child's parent shall be contacted if this has been necessary.

9.4 Incidents of a significant severity may include: refusing to leave a class when told; refusing to do as directed; physical violence, or threat of physical violence; use of inappropriate language to an adult or child (swearing; euphemisms for swearing; insults; racist or homophobic language, outbursts of anger, etc)

9.5 Incidents deemed of significant severity and incidents which place children or staff in danger will be treated very seriously. These types of incidents are unacceptable at Canon Burrows and the following steps will be followed, unless an action is deemed to be so severe that Permanent Exclusion is necessary:

First incident	Stage 1	A Letter will be sent home to parents/carers
Second incident	Stage 2	1 day fixed-term exclusion
Third incident	Stage 3	3 day fixed-term exclusion
Fourth incident	Stage 4	5 day fixed-term exclusion
Fifth incident	Stage 5	Permanent Exclusion

9.6 A behaviour plan or script should have been written by stage 4. At this stage parents are involved through carefully planned and agreed meetings (involving the class teacher and a member of the school senior leadership team) and strategies should be discussed in order to avoid the situation where the child is faced with the prospect of permanent exclusion.

Managing behaviour and helping children return to acceptable standards of behavior.

9.7 Where the child demonstrates that behaviour has improved and has been sustained to a standard acceptable by the Senior Leadership Team for a period of one full term following a written letter or fixed-term exclusion any future incidents of negative behaviour will revert back to Stage 1. This approach supports our overarching goal, which is encourage good behaviour, whilst continuing to monitor behavioural issues and taking firm action where unacceptable behaviour persists.

10. Fixed-term and permanent exclusions

10.1 Only the head teacher (or the deputy head teacher who may be in charge of the school in the head teacher's absence) 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. In very rare cases 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.

10.2 If the head teacher excludes a pupil, she 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.

10.3 The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

10.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

10.5 The governing body has a discipline committee which is made up of four members. This committee considers any exclusion appeals on behalf of the governors.

10.6 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 LA, and consider whether the pupil should be reinstated.

10.7 If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

11. Differentiation and SEN

Occasionally a child may be taken out of the regular behaviour management system in order to address specific individual needs. In this case an individual behaviour plan shall be drawn up. Where this system is implemented and the school still feels that after every effort has been made that that child is not making progress with their behavior and conduct in school, then further action will be taken to ensure that the child in question receives an appropriate education in an appropriate environment. At this stage we would expect the involvement of the Behaviour Learning Outreach Team and emotional support, Educational Psychologist or other outside agencies. Violence and significant disruption to learning shall never be acceptable at Canon Burrows.

Equal Opportunities

All children shall be treated consistently and fairly as with any issue at Canon Burrows and judgements shall not be based on issues such as ability, race and gender

11. Policy Monitoring

11.1 The head teacher and staff monitor the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

11.2 Class Teachers keeps records of incidents of misbehaviour in a green incident book that is monitored by a member of the Senior Leadership Team termly. More serious incidents are logged by the head teacher.

11.3 The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

11.4 It is the responsibility of the governing body to monitor the rate of fixed-term exclusions and exclusions, and to ensure that the school policy is administered fairly and consistently.

In conclusion

With application of the Canon Burrows Behaviour Policy a calm, focussed and safe environment shall be fostered to ensure our children have the opportunity to develop free from disruption and violence in order to achieve their potential.

In all circumstances we would expect parents to support the school in any discipline issue. If you feel that actions taken were not appropriate then your first point of contact should be the class teacher, if this is not suitable then the Headteacher should be contacted. If after this you are not satisfied then the Chair of Governors, or Vice Chair of Governors should be contacted and then Tameside LA.

10. Review

10.1 The governing body reviews this policy every year and takes into account any new regulations introduced by the government, or if the governing body receives recommendations on how the policy might be improved.

Reviewed: October 2018

Next Review: October 2019