



BEHAVIOUR AND EXCLUSIONS POLICY

CAVENDISH CLOSE JUNIOR SCHOOL

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Approved by the Governing Body on

Signed

Date of Next Review

**‘Good behaviour is a necessary condition for effective teaching and learning to take place an important outcome of education which society rightly expects.’
(Education Observed D.E.S)**

1. Introduction

The successful implementation of this policy will be crucial to the running of our school.

If we do not provide an orderly and positive atmosphere then effective teaching and learning cannot take place. We are aiming to create a positive, welcoming environment, where good behaviour is rewarded and unacceptable behaviour is discouraged.

We have set our sights high, this policy with its focus on the positive will be a practical usable document which outlines how we will reward and encourage good behaviour. We have agreed a range of sanctions we can respond to in a firm, positive way to behaviour we consider is inappropriate.

We propose the contents of this policy should be subject to annual review.

2. Cavendish Close Junior School Rules

This is the starting point and cornerstone of our behaviour and discipline policy. We intend our school rules to feature as part of a permanent school display, feature regularly in assembly work and cross curricular activities in each class.

Such activities should fulfil a need to appropriately explain and continually re-examine what this code should mean to our children.

At Cavendish Close Junior School we aim to:

1. Respect others.
2. Always try your best
3. Always walk in school.
4. Keep hands, feet and objects to yourself.
5. Take care of our school.

For our rules to work, adults and children must lead by example. This is regularly stressed by class teachers and particular responsibility is placed on Year 5 and 6 children to show leadership. Eight of these children have additional responsibilities as they are team captains.

3. Rewards

The following range of rewards will be used by staff to encourage good behaviour, good work and a disciplined environment.

1. Verbal or written praise.
2. Display of good quality work.
3. Sharing of high quality work with classmates/other classes/teachers
4. Verbal or written praise communicated to parents.
5. Praise from the Headteacher.
6. Pupil of the week award certificates presented in the Awards assembly.
7. Awarding of team points, rewards stickers and or certificates from class teachers.
8. Class teachers will also have a range of rewards that they will use in their class.
9. The use of Golden time to encourage good behaviour once a week.

The following specific, practical points were agreed as helpful in encouraging high standards of behaviour; promoting discipline, discouraging bullying and combating incidents of racism and harassment.

1. At Cavendish Close Junior School we have a robust team point system (Wingfield, Hardwick, Chatsworth and Haddon). All children are assigned to a team and tokens are given for excellent behaviour demonstrated within school. The Executive Head and the Head of School may give 5 team points (gold token) in one instance for exceptional behaviour. These are limited to ensure they are valued as prestigious. Team points are collated from the central token collector weekly and announced within the Awards Assembly. At the end of the year there is an overall winner and at the Head's discretion a suitable reward is given.
2. If the child completes a good piece of work then they may be awarded a sticker. This sticker will be collected on the child's sticker chart. The child then has the chance to earn stickers for a bronze, silver, gold merit certificate. A letter will also be sent home to parents announcing this. The child may then proceed to earn more merits for a merit badge which will be worn on their school uniform. A new merit card will be started each year.
3. We have a weekly awards assembly where positive achievements will be shared. Each week one child from each class will be chosen to receive an award certificate.

4. Sanctions

The following range of sanctions will be used to discourage inappropriate behaviour. We should aim to be fair and consistent. These sanctions are ranked in the likely order that they will be used in, but staff should use professional judgement where appropriate. If class teachers are concerned in any way they will speak to the child's parents/ carers so home and school can work together.

1. A first verbal warning from the class teacher or other adult. At all times the disturbance to the rest of the class should be kept to a minimum and where possible non - verbal cues given (shaking of the head, fingers on lips).
2. A second verbal warning from the class teacher or other adult. At all times the disturbance to the rest of the class should be kept to a minimum and where possible non - verbal cues given (shaking of the head, fingers on lips).
3. A third warning will result in a yellow card being given and their name recorded on the yellow card board displayed in the classroom. If a child receives a yellow warning then they lose 10 minutes of Golden Time, this can be earned back during the week.
4. Repeated yellow cards may result in an amber card being given, whereby the teacher will complete this in the class behaviour book and this will be sent along with the child to report to the hub at lunchtime. A member of the SLT will discuss and record the actions taken in the class behaviour book.
5. A fourth warning will result in a red card being given and their name put on the board and parents will be contacted to make them aware. Their name will also be entered onto Integris (the school behaviour recording system). If a red card is given the child will miss some of their dinner time. They are to report to the hub (at lunchtime) where a member of the SLT will discuss and a member of the SLT will discuss and record the actions taken in the class behaviour book. The behaviour leader (Head of School) will monitor the red cards entered onto the system and put in place any support needed for the child/teacher to prevent reoccurrence. The red card incidents will be monitored and fed back to staff termly or when appropriate. Where red cards are taking place within class, behaviour management is monitored by SLT and strategies reviewed and adjusted as necessary. Please note that if the behaviour involves any form of verbal or physical harm to another child or member of staff a red card will be issued without a first or second warning.
6. A child receiving a red card will miss all of his/her Golden Time. However, they do have the opportunity to earn back a maximum of 30 minutes. During Golden Time a child who has had a red card will be asked to sit out of the activity for a given period of time to reflect further on their behaviour. This may involve a structured consequence sheet to complete or quiet reflective time. This will be dependent on the individual child and the nature of the red card. Again dependent on the severity of the red card incident and at the Executive Head/Head of Schools discretion the time will be spent with the Learning Mentor/Head of School/Deputy Headteacher or Assistant Headteacher to discuss the behaviour for the entirety of Golden Time and may not be earned back. Red cards will be recorded on Integris and parents will be notified at the end of the day or via a phone call from the member of staff/ class teacher who gave the red card.

7. If their name appears on the Integris system more than 3 times within a half term, then the child will be asked to see the Assistant Headteacher/ Deputy Headteacher, who will then inform parents by telephone or arrange a meeting to discuss the child's behaviour. The Learning Mentor may also be present so as to provide any additional advice and support for parent/carers.
8. If the behaviour is still ongoing the child will be sent to see the Head of School. The next few points will then follow.
9. The Head of School will contact the child's parents again to discuss their child's behaviour further.
10. Establish a pastoral support programme (it is often necessary to implement a SEND programme to help with social and emotional needs) with appropriate targets set, this will involve class teachers, Executive Headteacher/ Head of School and the Learning Mentor and the SENCO. There may also be the need to inform outside agencies.
11. Repeated long term unacceptable behaviour may result in exclusion. This may be either a fixed term or permanent exclusion. **(Please refer to LA exclusion guidelines)**

Each day will start afresh for each child; however there may be circumstances where warnings are carried forward. For example a red, amber or yellow card being given at the end of the day will need to be acted upon the following lunchtime.

5. School Rules and Values

1. The school rules will receive high profile in each classroom. They will be reinforced each half term. The importance of self-discipline and the difference between right and wrong will also be stressed by staff in assemblies and in lessons where appropriate.
2. Cavendish Close Values are also highlighted alongside the school rules to reinforce positive behaviour traits and the children are encouraged to display these values in their work, attitudes and behaviour around school. These values are modelled and reinforced by all staff.
3. Staff will apply the highest of expectations in all aspects of school life and share their expectations with all children within school on a regular basis. Good leadership from all members of staff will promote good behaviour.
4. Staff, parents and children will be aware of our whole school policy.
4. Aggression, bad language, bullying, discrimination or harassment of any kind will not be tolerated in area of school. (Please refer to the Anti-Bullying Policy)
5. Children will be regularly encouraged to share problems with their teachers and other staff so that incidents of any of the above can be responded to effectively and quickly, or referred to the Executive Headteacher/ Head of School/ Deputy Headteacher or Assistant Head if they cannot resolve it satisfactorily. Parents will be

informed of action towards these incidents by phone or letter whichever is most suitable.

6. Lunchtime Supervision

At lunchtime, supervision is carried out by Teaching Assistants. The Lunchtime staff can refer to the Executive Headteacher or the Head of School if necessary. The Lunchtime staff are expected to ensure that all children are behaving appropriately. Usually this consists of reminding children of the standard of behaviour expected and promoting good behaviour through rewards.

If at lunchtime it is found that there are minor problems with regards to behaviour this may result in the child being given a yellow card (this is the same format that is present through the rest of the school day). If things do continue then the pupil will receive a red card and the Lunchtime staff member will remove the pupil and they will be sent to the Hub to a member of the SLT this will then be logged as in line with the rest of the school policy. After lunchtime the class teachers will be notified of any red cards. This will result in the child losing their Golden time – as in line with the rest of school policy.

The Lunchtime staff must be treated with the respect expected by all adults at Cavendish Close Junior School. Verbal or physical abuse will not be tolerated. Persistent or serious misbehaviour at lunchtime is brought to the attention of the Executive Headteacher/ Head of School/ Deputy Headteacher or Assistant Headteacher. This results in loss of privileges and lunchtimes. Parents will be informed if there is no improvement in behaviour as stated in the rest of the policy.

7. Reporting to Parents

Parents are welcomed into school to discuss any areas of concern they may have, and are notified if there are any concerns within school. Parents evenings are also used to establish how a child is behaving in and out of the classroom and also sets communication lines for using common behaviour rewards between school and home.

8. Behaviour around School

All movement in and around school should be purposeful. Staff should ensure that all children are suitably supervised when moving around school. Expectations of behaviour when children are being sent to show good work or taking registers should be clearly stated and frequently reinforced. Children not behaving as expected should be encouraged to do so in a positive manner e.g. 'walk please' instead of 'don't run' and this should be then followed up with positive praise. Sanctions are put into place if instructions are ignored.

All children at Cavendish Close Junior School are encouraged to use good manners at ALL times. The children are expected to hold doors open if they are at the front of the line and they are always expected to let adults through first. Children and staff are expected to say thank you and be responded to with 'you're welcome' or another form of positive acknowledgement. All staff model the respect

and manners we expect of our children. Alongside this, to reinforce manners and social skills, two members of the SLT greet the children at the gates in the morning (8.40 -8.50) and the children reciprocate with a 'good morning'. We feel this sets the tone for good behaviour for the day and reminds children that they are respected and cared for and demonstrates how to be a good citizen within our school and wider community.

This policy will be reviewed annually in line with the Anti-Bullying policy.