

**Colne Engaine C of E Primary School**

**and**

**The Diocese of Chelmsford**

**Vine Schools Trust**

**Social (Behaviour) Policy**

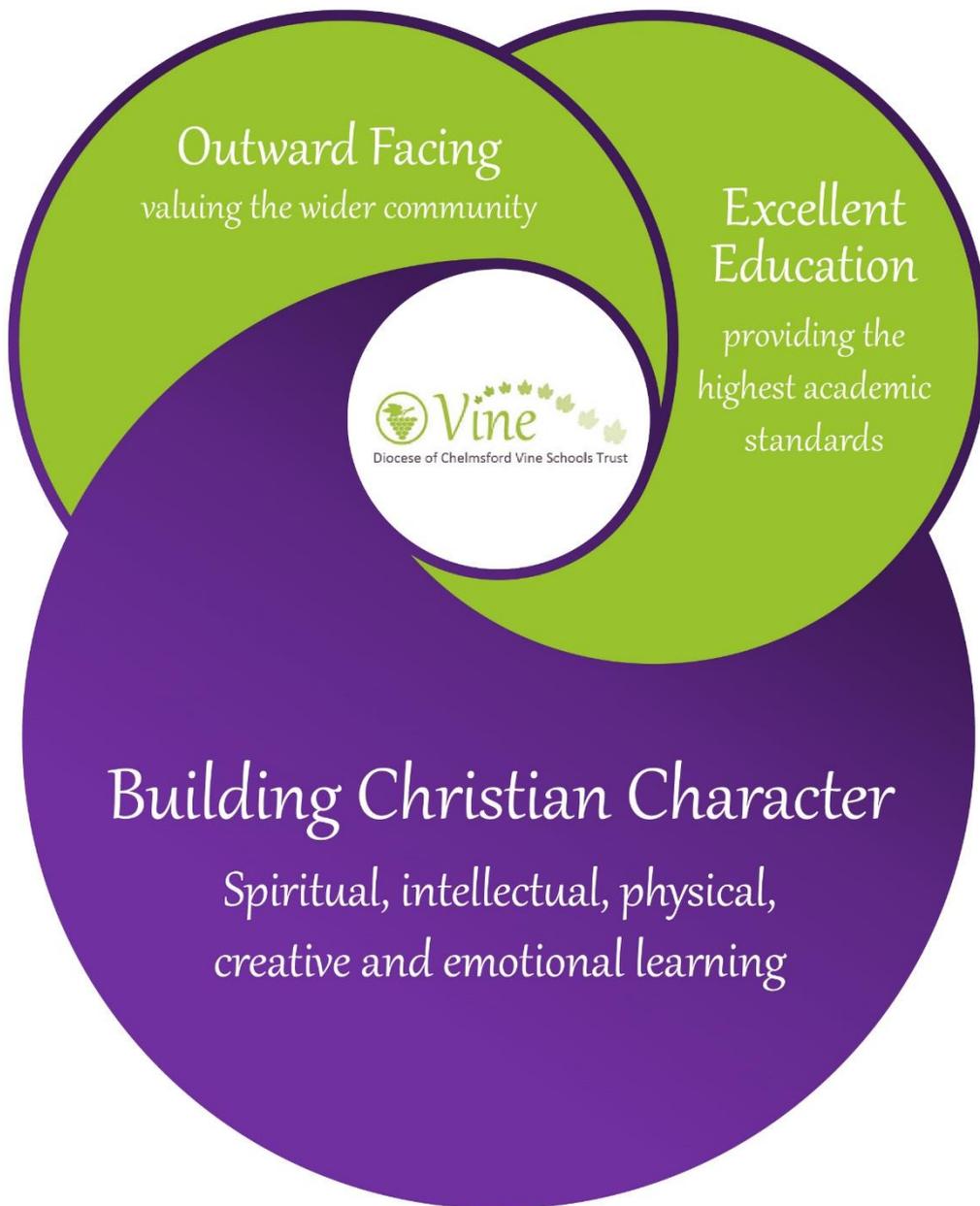
This policy is a model policy that has been reviewed and customised by  
Colne Engaine C of E Primary School

<b>The Diocese of Chelmsford Vine Schools Trust</b>	
Approved by:	The Vine Schools Trust
Signature:	Chairman
Date:	June2020

<b>Colne Engaine</b>	
Approved by:	Local Governing Body/Local Board
Signed (Chair of Local Governing Body/Local Board)	
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# Our Vision and Values



## Our vision for Colne Engaine C of E Primary School:

A vibrant community of happy, confident learners, guided by our core Christian values, who believe they can make a difference in our world now and in the future

We aim to enable learners in our school to be:

- \*ready to embrace new challenges
- \*robust and independent learners who have the courage and confidence to be creative and imaginative
- \*aware of the value of their learning journeys
- \*able to talk and think about how they feel so that they can form empathetic and supportive relationships
- \*fair, respectful and responsible citizens who embrace equality and are eager to contribute to local and global communities
- \*ready to reach out to an ever-developing wider world safely and responsibly, with integrity and energy
- \*aware of what it means to be a committed Christian in today's world

Our core Christian values are:

- \*empathy \*responsibility \*integrity \*compassion \*equality \*respect

This vision can only be effectively realised in an environment of mutual respect, good social behaviour, effective discipline and genuine respect from all parties.

At Colne Engaine School we have high expectations that everyone in our community is kind, thoughtful, helpful, polite, respectful, hardworking and positive. We support everyone to understand and fulfil our aims through a range of opportunities.

<b>CONTENTS</b>	<b>PAGE NO:</b>
<b>1. Introduction</b> .....	<b>5</b>
<b>2. Social (Behaviour) policy Principals, goals and aims</b> .....	<b>5</b>
<b>3. Approach to Behaviour Management</b> .....	<b>6</b>
<b>4. Rewards and Recognition</b> .....	<b>7</b>
<b>5. Sanctions</b> .....	<b>7</b>
<b>6. Monitoring and Evaluation</b> .....	<b>9</b>
<b>7. Pupils' Conduct Outside the School Gates</b> .....	<b>9</b>
<b>8. Detention</b> .....	<b>9</b>
<b>9. Confiscation of Inappropriate Items</b> .....	<b>10</b>
<b>10. Reasonable Use of Force</b> .....	<b>10</b>
<b>11. Anti Bullying Statement, School Council and Partnerships</b> .....	<b>10</b>
<b>12. Appendices - Right and Responsibilities, Behaviour incident form</b>	

## 1. Introduction

- 1.1 The Diocese of Chelmsford Vine Schools Trust and its Schools, have a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment.
- 1.2 Each School recognises the importance of a Social (Behaviour) policy that sets out the behaviour expectations of all pupils attending the individual School.
- 1.3 This policy aims to provide a framework for Vine Schools to create their own Social (Behaviour) policy, explaining the duties and powers that Schools have in respect of pupil behaviour.
- 1.4 A strong and clear policy on behaviour is essential when supporting the management of behaviour in our Schools, including rewarding and sanctioning pupils.
- 1.5 This policy is compliant with statutory guidance on Keeping Children Safe in Education and Discipline and Behaviour in Schools.

## 2. Social (Behaviour) Policy Principals, goals and aims

These are the principles on which the Social (Behaviour) policy is based;

- every child has the right to receive education and enjoy their school experiences in a safe and secure environment, free from intimidation, threat or harm.
- every child has the right to learn and there can be no tolerance of behaviour which impedes that right.
- the curriculum on offer and the processes through which it is delivered must be designed to engage the interests and energies of all children.
- there must be clear expectations and consistent and effective school routines but, as far as possible, the expectations should not be imposed but be developed in each child from discussion and reflection.
- the balance should always be weighted to the celebration of good, social behaviour, rather than to punishment and sanctions.
- the systems and routines in use should encourage and support mutual respect and trust between adults and children, they should help to bolster as appropriate the feelings of self-worth and self-esteem of children, they should help to develop an understanding that everyone has responsibilities as well as rights, they should advocate the importance of constructive criticism and of learning from mistakes.
- children should be involved in developing codes of conduct for their classroom learning sessions, for school time more generally and for the playgrounds.
- there should be regular discussion among staff and sharing of information which might impact on how behaviour issues are dealt with; there should be discussions with parents/carers and carers whenever helpful and appropriate.
- the school's Physical Intervention Policy will provide the detailed and necessary guidance for dealing with behaviour likely to lead to immediate harm for the individual or others.
- the requirements of the school's Safeguarding Policy and Equalities Policy will always be taken into account in deciding on actions in relation to behaviour.
- in regard to situations such as searching children for possible prohibited items or responding to poor behaviour outwith the school premises, the Headteacher will make decisions in the context of the above principles and will involve parents/carers and carers as quickly as possible.

- 2.1 Our aim is to:
- create an environment that encourages and reinforces good behaviour in line with Christian values;
  - develop a structured and consistent approach to behaviour expectations and management, that is widely known and understood
  - create trust at all levels
  - encourage a sense of self-worth and high self-esteem
  - foster a sense of responsibility
  - promote an atmosphere in which all members feel valued and respected
  - give appropriate recognition to effort and achievement
  - recognise that rights must be balanced with responsibilities (See Appendix)
  - define acceptable standards of behaviour
  - encourage the involvement of both home and the School in the implementation of this policy
- 2.2 As adults we aim to:
- model high standards of behaviour, both in their dealings with the students and with each other
  - create a positive climate with realistic expectations
  - emphasise the importance of being valued as an individual within the group
  - promote, through example, honesty and courtesy
  - provide a caring and effective learning environment
  - encourage relationships based on kindness, respect and understanding of the needs of others
  - ensure fair treatment for all regardless of age, gender, race, ability and disability
  - Show appreciation of the efforts and contributions of all.
- 2.3 Our goals for effective behaviour management strategies are to-
- enhance pupils' self-esteem
  - encourage ownership of behaviour – responsibility and accountability
  - encourage individuals to recognise and respect the rights of other pupils
  - help develop pupils' self-discipline and self control
  - enable all pupils to be on task with their learning
  - affirm collaboration as well as responsible independence in learning.
  - promote our core values of empathy, responsibility, integrity, compassion, equality and respect
  - enable children to deal rationally and successfully with conflicts, to bring about their effective resolution

### **3. Approach to Behaviour Management**

3.1 We pride ourselves on our pastoral care. As a small school, the many opportunities to make informal exchanges concerning the children help raise awareness of successes and/or problems at an early stage. Very regular discussion between staff, pupils and parents/carers and carers offer a structure to voice, record and monitor concerns related to the health and welfare, social, moral, spiritual, academic and behavioural development of children throughout the school.

We appreciate the benefits to be derived from regular discussion - to note the success, weakness or failure of incentives and strategies and for planning how we might develop, extend, or modify our practice.

We shall

- involve all of the School community in making and celebrating the codes of conduct

- ensure that everyone knows and practises our core values of empathy, responsibility, integrity, compassion, equality and respect; the ERICERS
- model and promote high standards of behaviour
- promote self-esteem through praise and recognition, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- ensure that all school adults are conscious of the example they set the whole time
- focus on the child's behaviour when addressing concerns and not the child him/herself
- seek guidance from outside agencies when extra support is needed
- take ownership of behaviour issues

3.1 We believe it is important to provide a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents/carers. All members of the School community have the right to feel secure and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.

3.2 We aim to establish a caring ethos where the quality of all relationships is positive. Recognising good social behaviour is crucial to our school ethos. Where children have high self esteem and feel valued and part of the learning process they are less likely to want to disrupt or spoil their environment. Children who are encouraged to take ownership and responsibility for their own behaviour are more likely to set themselves high expectations. A child with high self-esteem will always learn more effectively and develop self-discipline. We provide opportunities for them to make independent choices and become increasingly responsible for their own actions.

#### **4. Rewards – Recognition**

4.1 We recognise good behaviour in many ways, including adding children to our WOW Book at the weekly achievement assembly, certificates, praise by adults or peers, verbal and non verbal positive feedback about learning and behaviour, public recognition in class or assembly, class and individual recognition systems

4.2 Our emphasis is on recognition of good behaviour, rather than on sanctions. We believe that this approach has a motivational role, helping pupils to see that good behaviour is valued.

#### **5. Sanctions - Consequences**

5.1 Sometimes children may forget our aims for good behaviour or behave anti-socially for some reason. Behaviours that are considered inappropriate include –

- refusal to comply with a request from an adult
- disturbing others at work
- undermining others' efforts
- not sharing or taking turns
- inappropriate language
- racist, sexist or homophobic remarks or actions
- dishonesty
- teasing
- physical or verbal abuse
- leaving the premises
- bullying
- throwing things
- stealing
- deliberately damaging property or the environment

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the School community.

5.2 The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future sanctions;
- Group sanctions should be avoided as it breeds resentment;
- There should be a clear distinction between minor and major offences;
- It must be the behaviour that is the focus of the sanction, not the child.

5.3 We address these behaviours by:

- 'walking the talk'. We believe in our values and vision for our school and we ALWAYS aim to demonstrate and expect them to be upheld by everyone in our school community
- making frequent references to the school's vision and values
- establishing swift, clear and consistent expectations and boundaries
- using a calm, quiet voice which is non confrontational
- recognising and celebrating good behaviour
- acknowledging and dealing with poor behaviours swiftly and consistently
- 'ignoring' poor behaviour if appropriate\*

\*Staff will decide which behaviour is best ignored from a point of knowledge and an overview of the situation. It is stressed that this is part of a highly structured planned approach, where the needs of the child, the class and the family are taken into account and rigorously tracked and reviewed.

5.4 If this is insufficient and the situation is felt to demand more action then persistent poor behaviour may be dealt with by:

- consistent reminders and high expectations of school values and classroom codes
- reprimands with clear expectations shared
- offering choices ie; "you can choose to finish your writing sensibly or remain with me during this playtime", "you will work without disturbing others or sit on your own away from them" etc.
- separating pupils from the situation - this may mean removal to a different part of the classroom or if outside pupils are made to stay apart from the playground activity in a special area. Often referred to as "Time Out". Children are given time out when they have been given several rule reminders and yet have chosen to continue negative behaviour. The responsibility will often be given to them to return when they can keep to the relevant code of behaviour
- if the problems involves disagreements between children, time will be given to them to sort out their differences together in a safe atmosphere, with support from an adult if appropriate.
- removal from class.
- removal of privileges ( e.g. no playtime, remaining with a teacher or midday assistant during playtime)
- written reflections to help child focus on how to "make things better" or improve the situation.
- contact with the parents/carers by letter or in person.
- devising an individual Behaviour Management Programme, often in conjunction with parents/carers/carers.

5.5 In exceptional circumstances it may be necessary to exclude a pupil from school. This is a very serious step and the responsibility for exclusion rests with the Headteacher. There is a strict procedure closely followed as set out in the Exclusions Policy. The LGB will sanction this when other avenues have been exhausted and when the safety, wellbeing and/or learning of other

children and/or adults is compromised. The exclusion can be for a fixed or permanent period and careful arrangements will be made to ensure that any child returning to school after such an occurrence is helped to behave appropriately.

## **6. Monitoring and Evaluation**

- 6.1 Behaviour incidents more serious than informal verbal warnings will be recorded in our behaviour folder. Each incident is recorded with detail about when and where the behaviour occurred and what type of incident it was, as well as an outline of how it was addressed. See Appendix. This can then be monitored by the Local Governors to provide the School with regular information on how effectively the Social (Behaviour) policy is working. The School should also monitor to ensure that rewards and sanctions are distributed fairly. Data may also be analysed by:
- Gender
  - Ethnicity
  - SEN
  - Age
- 6.2 This work forms part of our policy on Equal Opportunities.
- 6.3 It is suggested that every Vine School has a Home / School agreement – which Colne Engaine school does – see appendix.

Every parent is then expected to sign the Home / School agreement when their child starts at the School as an indication of the partnership between home and the School. This agreement should be re-issued to parents/carers regularly to remind them and their children of its importance.

## **7. Children's Conduct Outside the School Gates**

- 7.1 Staff have the power to impose sanctions on children for misbehaving outside of the school premises 'to such an extent as is reasonable'.
- 7.2 Non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for sanctions to be imposed on all children who are involved.
- 7.3 Staff may discipline children for inappropriate behaviour in the following circumstances:
- Misbehaviour when the child is taking part in any school-organised or school-related activity;
  - When travelling to or from school;
  - When wearing school uniform;
  - When identifiable as a child at the school;
  - When behaviour at any time could have repercussions for the orderly running of the school;
  - When the child poses a threat to another child or member of the public;
  - When behaviour could adversely affect the reputation of the school.
- 7.4 In all cases of misbehaviour, the teacher can only manage the unwanted behaviour on school premises or elsewhere when the child is under the lawful control of the staff member.

## **8. Detention**

- 8.1 Staff have the authority to issue a detention to children, although this is not a sanction used outside of school hours at Colne Engaine. Occasionally, children may be required to spend some of their free time at playtimes or lunchtimes to reflect on, discuss and find resolutions following the behaviour incident. We do not use the word 'detention' to describe these times.
- 8.2 At Colne Engaine, all members of staff can use playtimes where necessary to support the child to reflect on poor behaviour.

## 9. Confiscation of Inappropriate Items

- 9.1 There are two sets of legal provisions which enable school staff to confiscate items from children:
- 9.1.1 The general power to discipline - enables a member of staff to confiscate, retain or dispose of a child's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school Social (Behaviour) policy may set this out; - at Colne Engaine, we may keep the property until the end of the day and then return it to the child or in some cases, to their parent/carer.
- 9.1.2 The Power to search without consent for 'prohibited items' including:
- knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
  - any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- 9.2 Statutory legislation sets out what must be done with prohibited items found as a result of a search.
- 9.3 Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

## 10. Reasonable Use of Force – See Positive Handling Policy

- 10.1 Members of staff have the power to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 10.2 Headteachers and authorised School staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items as listed above.
- 10.3 Further guidance can be found in the Positive Handling Policy.

### Anti Bullying Statement.

At Colne Engaine we believe that every child has the **right** to receive his / her education in a safe and secure environment free from intimidation, threat or harm from any other person. We also believe that each child has the **responsibility** to allow others their rights.

- \* bullying behaviour occurs when there is intent to **persistently and deliberately** harm or upset another child through teasing, threats, verbal abuse, physical harm or intimidation.
- \* Occasional disagreements between children or bumps and knocks in the playground caused through over exuberant play **are not the same as bullying** and we support all our children to be able to deal with these types of incidents in a sensible and calm way. It is helpful for pupils to develop the strategies and attitudes that actively promote a supportive and friendly environment in our school whilst not allowing inappropriate behaviour to continue.

Bullying behaviour is completely unacceptable and we believe that bullies must not be protected, but confronted and supported in changing their behaviour. We equip all children with strategies to cope with any bullying behaviour. **See appendix**

Children are always encouraged to share any concerns about bullying with an adult

In the event of a bullying incident:-

- if the bully's behaviour is to change, then it is necessary for him or her to develop empathy and consideration for others, with support and intervention
- the victim is encouraged (with our support) to express their feelings directly to the bully/bullies in order that they have an active part to play in the resolution of the conflict.
- some children need to rehearse what they wish to say and need the support of an adult.
- a meeting is arranged of all those involved, including those who stood by or colluded by failing to intervene in any way, such as by telling an adult or helping to support the victim appropriately.
- appropriate support is that which helps the victim feel strong and helps make the situation better, and not aggravate it.

Bullying incidents are most effectively dealt with when all parties involved feel that they have been treated fairly. The process involves trust on all sides and a belief that things can improve, and that considerate behaviour is possible.

A desire for revenge and labelling of children as bullies by children or adults is unhelpful to the situation and we do not support this in our Social (Behaviour) policy.

### **School Council**

All young people irrespective of ability, personality, race or class should feel valued within an inclusive and caring school community. Schools with an ethos of mutual respect develop into caring communities where each individual understands that they can make a valuable contribution. A School Council is a vehicle for encouraging a sense of **partnership** and **ownership** amongst all pupils and helps us promote a sense of social responsibility with the children.

School Councils can deal with a range of subjects, from lunchtime arrangements to the state of the toilets, and take the children's viewpoints into consideration as well as those of a range of adults in the school community.

We have a strong and effective school council, who have a voice within the school and also within the local community, as we work closely with the Parish council and the Festival Committee on shared projects.

### **Parent and Carer Partnerships**

Our school believes this Social (Behaviour) policy is effective and appropriate. As a school we also recognise that sometimes trust is broken down or misunderstandings arise. Our aim will always be to resolve these issues fairly and as such it is our intention to be supportive of all children and their parents/carers. We therefore seek a partnership based on respect, integrity and loyalty where we are all working together for the good of all children in the school

## Rights and responsibilities of children.

## Appendix

Rights I have a right to...	Responsibilities I have a responsibility to...
Be and feel safe	Help others to feel safe and secure in the classroom and in the playground
Be treated with respect and fairness and as a social equal by adults and other children, regardless of religion, cultural, racial or differences in gender	treat others with respect and consideration at all times
communicate and to be listened to	listen to others and value their contributions and respect their opinions
move around the school	move safely and calmly using the agreed guidelines
learn without interruption	allow others to learn without causing distraction
use and share equipment in the school environment	use equipment safely and share with others respect and care for all belongings and resources and the school environment

## Rights and responsibilities of parents/carers.

Rights I have a right to...	Responsibilities I have a responsibility to...
know that my child is in a safe supportive environment	support the school in promoting a safe environment
Be treated with respect and fairness by all adults and children	treat everyone in the school community with respect and consideration
be kept informed about general school events and issues	read school letters and respond when appropriate get involved with events and support school activities
be kept informed about my children's progress	respect the professional judgement of the teaching staff make appointments at appropriate time
ensure the safety of my children at the beginning and end of each day	bring and collect my children from the classroom at the agreed times
have my children engaged in a challenging and rigorous learning environment	act as a partner with the school in the learning process

## Rights and responsibilities of staff.

Rights I have a right to...	Responsibilities I have a responsibility to...
work in a safe and supportive environment	promote a safe and supportive environment for others
Be treated with respect and courtesy by all in the	treat others with respect and consideration

school community	
teach without interruption	provide a quality curriculum which is accessible to all children
have my belongings respected	respect the property of others
have the opportunity for professional development	organise and plan for my own professional development
have the support of all staff in the school	support other staff in school
* a positive relationship with the children and staff of our school	* promote a positive relationship with all children and adults

### Behaviour Incident Log

<b>Name of child</b>	<b>Date</b>	<b>Name of adult recording incident</b>
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<b>Was the incident prejudice related? Please tick as appropriate</b>				
racist	homophobic	gender related	disability related	none of these

<b>Where did the incident happen? (Please tick)</b>					
class	playground	field	toilets	hall	other

<b>When did the incident happen? (Please tick)</b>							
Before school	Lining up time	Tidy up time	In class	Playtime	Lunch time when eating	Lunch time playtime	After school club

**What happened in the incident? (Please continue overleaf if necessary)**

**Why did the incident take place?**

**What actions were taken?**

**Who was informed?**