

Culverstone Green Primary School

Behaviour Policy



This policy is written in conjunction with the Governors' Statement of Principles with Regard to Behaviour. The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies.

Rights and responsibilities:

Pupils

Rights:

- To feel safe
- To be able to learn to the best of their ability
- To be treated with consideration and respect
- To be listened to by the adults in the school
- To know what is expected
- To be treated fairly

Responsibilities:

- To care for and take pride in the environment of their school
- To support and encourage each other
- To treat others with respect and consideration
- To follow instructions from teachers and other staff
- To take responsibility for their own actions and possessions
- To resolve difficulties seeking appropriate adult help if needed
- To do their best and allow others to learn

Staff and Governors

Rights:

- To feel safe
- To be treated with respect by pupils, parents and colleagues
- To be able to work without unnecessary interruption
- To work in a supportive and understanding environment

Responsibilities:

- To create a safe and stimulating environment in which all children learn
- To treat pupils with consistency and respect at all times
- To foster good relationships, leading by example
- To involve parents when children are consistently finding it difficult to meet expectations of behaviour
- To work as a team, supporting and encouraging each other

Parents

Rights:

- To know their children are safe
- To be sure their children are treated fairly and with respect
- To be able to raise concerns with staff and be told when their child is experiencing difficulties

Responsibilities:

- Respect the school as a working environment and treat staff with consideration
- Ensure children attend regularly, punctually and prepared for school (e.g. had breakfast)
- Be aware of the strategies of the school and reinforce these at home
- Promote good behaviour, politeness, courtesy and consideration for others
- Inform the school of any concerns that may affect the behaviour of their child
- Ensure child comes to school with appropriate clothing & kit

Positive Reinforcement and Rewards:

Values

The school talks about values regularly and how these are reflected in children's behaviour.

Class rules

Each class creates their own set of class expectations at the start of each academic year. The rules are worded positively, are an integral part of every class and may change and evolve over the year.

Curriculum

At CGPS we strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well-planned, interesting and challenging activities promotes independence and good behaviour.

The values and school rules are reinforced by the adults in school by:

- Giving clear and concise directions to children so that misunderstandings do not arise
- Praising pupils who demonstrate these
- Backing up verbal praise with action

Inappropriate Behaviour:

At CGPS we will not tolerate behaviour which impacts on other pupils' learning and /or safety.

Incidents of inappropriate behaviour will be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved. In each class the classroom teacher and the children will agree a clear system outlining the steps that will take place if inappropriate behaviour occurs. When a child behaves inappropriately the decisions made by the adults must not be led by the children's demands/behaviours.

An example of appropriate actions maybe:

- A reminder given on what is expected, what rule they are breaking and what choices they have.
- Miss part of break and/or lunchtime
- Miss a larger part of or all of break and/or lunchtime
- Removal to a partner class (agreed between teachers) for a set amount of time with work to complete – class teacher to inform parents
- Sent to Headteacher / Deputy Headteacher – parents informed by HT/DHT with a letter. (Possibility of being invited in.)

If within the agreed system, the sanction is to lose break time, it is the class teacher's/ TA's responsibility to supervise children in their classroom.

The above model may not be suitable on all occasions; for instance where a child is deliberately putting themselves or others at risk or physically hurting anyone it may be necessary to involve Headteacher / Deputy Headteacher immediately.

Incidents are to be recorded and filed. This will help keep track on how often children are displaying inappropriate behaviour and therefore whether or not more intervention needs to take place.

If inappropriate behaviour occurs at break times, the staff on duty need to deal with it immediately. Children will be asked to sit at "time out" for an agreed amount of time in order to reflect on their inappropriate choices.

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact then an Individual Behaviour Plan may be drawn up and the following actions may occur.

- Discussion between teacher/child/parent - agreeing on targets for behaviour
- Seclusion in school
- Child excluded from lunchtimes (if lunchtime related)
- Child reduced to a part-time timetable

- Fixed term exclusion
- Permanent exclusion

It can only be the decision of the Headteacher or Deputy Headteacher to seclude or exclude a child or reduce a pupil's timetable. It must be noted that reduced or part time timetables are exclusions and must be recorded as such.

It may also be necessary to involve out of school professionals, such as the Educational Psychologist, Community Paediatrician and the Pupil Referral Service throughout the above process.

Children who display significant and /or persistent behavioural difficulties will be supported and monitored as appropriate.

In some instances, it may be necessary to restrain a child if it is felt either the child or other children's safety is at risk. (Please refer to Positive Handling Policy.) If while doing this, a member of staff is physically hurt, they need to record the incident using the appropriate form and then inform the Headteacher or Deputy Headteacher so they can take necessary action.

Screening and searching students:

- the reasons for searching students should be made explicit
- details of who may search – teaching staff only
- where such searching should take place – in a classroom with two adults
- what will happen to any banned items found as a result of such a search and what sanctions will be applied – banned items will be handed to parents / carers or the police if the law has been broken; sanctions will vary according to the item and circumstances but may result in exclusion from school. Items may be confiscated if not allowed by school rules e.g. mobile phones.
- parents do not have to be informed before a search.

Using reasonable force or making other physical contact:

Occasionally reasonable force may be used including removing disruptive students from classrooms, or preventing them from leaving the school grounds. Reasonable force covers situations when physical actions may be used by staff. All staff are trained in the use of reasonable force and restraint. See document: Use of reasonable force , Advice for headteachers, staff and governing bodies, July 2013

The power to discipline outside the school gates:

The headteacher has the power to discipline beyond the school gates in response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises.

To support all school staff with implementing the behaviour policy some guidance notes have been drawn up:

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| Appendix 1 | Behaviour policy guidance for all staff |
| Appendix 2 | Guidance for Midday Supervisors |
| Appendix 3 | Dealing with aggressive and / or poor behaviour and pre-empting inappropriate behaviour |
| Appendix 4 | Expectations |

Appendix 1 CGPS Primary School Behaviour Policy Guidance for all staff

Behaviour	How it might look	Positive strategy to use prior to sanction being given
Fighting with others	Punching, hitting, kicking, biting (more than one child instigating)	None
Causing physical harm to others	Punching, hitting, kicking, biting (one-sided)	Depending on severity of incident and whether harm caused - Warning / reminder about appropriate behaviour
Swearing	In-voluntary act / swearing as part of conversation / not directed at a person Swearing at a person	Warning / reminder about appropriate language None
Non – compliance	Refusal to complete work, refusal to do as asked, not attending specific lessons or activities e.g. assembly, PE	Give a choice: 1) the work has to be done now or completed in break / lunch / at home etc. – if child is not disturbing rest of class ignore behaviour – be sure rest of class understand this is what you are doing “ xxx has chosen not to do his/her work now but will be doing it later” 2) Do what you want them to do OR they will have to work in another class? See **** miss a break / playtime**** give them time to choose – I will give you 2 minutes to do as I have asked or you are choosing for me to ****(whatever set consequence is)
Showing disrespect to children	Laughing at other children’s abilities Speaking rudely to children Making derogatory comments	Explain why that it is inappropriate – give reflection time and make apologies.
Showing disrespect to adults	Speaking rudely to adults, refusal to speak/listen Answering back Walking away when being spoken to	Explain why that is inappropriate – give reflection time and make apologies. Judge situation – <i>(these situations could be caused by something else and</i>

		<p><i>overreaction by adult may inflame the situation</i>) Give children a choice – return to class or fetch NL / DS, give them a fixed amount of time to do this</p>
<p>Leaving teaching areas without permission</p>		<p>Judge situation – <i>(these situations could be caused by something else and overreaction by adult may inflame the situation)</i> Give children a choice – return to class or fetch another adult, give them a fixed amount of time to do this.</p>
<p>Showing a lack of respect for resources and equipment</p>	<p>Damaging school books drawing on exercise books Breaking rulers/pencils etc. Leaving resources on the floor Not putting away resources correctly. Deliberate damage of property Taking/using resources they have not asked to use</p>	<p>Warning / reminder about appropriate behaviour and expectations.</p>

Appendix 2 CGPS Primary School BEHAVIOUR AT LUNCHTIMES.

Guidance for Midday supervisors

If children display inappropriate behaviour at lunchtime, they are to be sent to the Time Out Stop in the playground or for more serious incidents in to the hall where they will spend time reflecting on their choices while sitting on the stage in the hall. This will be supervised by Senior Lunchtime Supervisor who will record why they have been sent in. Children should be able to come unaccompanied and explain why they have been sent in. If they are unable to explain, another child can be sent in with them to explain the situation. Please try to avoid coming in yourself as you are needed elsewhere! If a child refuses to come in, send a responsible child in to inform the Senior Lunchtime Supervisor or HT/DHT.

If you are sending in children to explain what happened, then please make this aware to them and that they are not necessarily in trouble themselves, as children have vivid imaginations and will automatically assume they are in trouble!

The Senior Midday Supervisor may request for other children to come in so they can establish the facts. If Senior Midday Supervisor feels the incident is a major one, she will call for the Headteacher or Deputy Headteacher.

The following table may be useful to assess whether to send a child in. All incidents of bad behaviour MUST be recorded and the book handed to the HT/DHT at the end of lunchtime.

Behaviour	Action 1	Action 2
Physical fighting between two or more pupils	No warning	Sent in straight way
One child physically hurting another	1 Warning about behaviour, reminder not to do that and explain why	Sent in if it happens again despite warning
Not listening to adult, refusal to go somewhere or do something	1 Reminder of the behaviour that is expected. 2 Warning that if they persist to refuse then they will go to the hall.	Sent to time out but sent in if still refusing to cooperate.
Swearing	Swearing as part of conversation - not directed at anyone – 1 warning	Sent in if it happens again despite warning If the swearing is directed at someone then send straight in.
Name calling / teasing / following another child / pestering another child / disagreements between children (nonphysical)	1 talk to children involved and try to sort out problem 2 reminder about appropriate behaviour 3 warning if it happens again they will be sent in	Sent in after steps 1 to 3 have been used.

Appendix 3 Dealing with Aggressive and/ or Poor Behaviour and Pre-empting Inappropriate Behaviour

- At all times your behaviour will have a big impact on how the children will respond to you and others.
- We always listen; listen to all sides of the story before making assumptions or issuing punishments, there are always two sides to a story. If children know they will be listened to, then they will be less defiant and rude when they get angry.
- We are always respectful of others; never belittle, humiliate or deliberately embarrass children.
- Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice.
- If you feel that you are losing your temper, stop or walk away, ask someone else to deal with the situation.
- Use Physical intervention as a last resort (See Positive Handling Policy)
- Don't greet a child's anger with you own, be calm and rational
- When a child gets angry it may take up to 45 minutes for a child to calm down enough for you to meaningfully engage in conversation to tackle the problem.
- Early warning signs that a child may have an outburst – physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity. At this point an adults reaction will have huge consequences on the child – do not use phrases like 'don't be silly, don't start that, pull yourself together, you're acting like a baby' this will only inflame the child's agitation. Try to distract, relocate or change their activity instead. This could be done by finding a quick job to do, moving them to a new activity, changing their seating position in the class etc. However remember these strategies are there to prevent a situation from arising where you have seen warning signs and not to be used all the time. It is also important that these are not viewed as rewards which can be associated with poor behaviour.

A Hierarchy of consequences (based on BAP materials 2004)

Non-verbal	'The Look', moving in closer to the pupil who is not behaving appropriately, visual prompts such as finger to lips.
Tactical or planned ignoring	The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that child's behaviour and it will be discussed with the child and an appropriate time.
Description of reality	A simple statement of fact. Simply describe the inappropriate behaviour- 'Malcolm you are talking', 'Martha you're pushing Laurie.' This is a calm statement of what is happening and will often end the behaviour there and then.
Simple direction	Clear statement of the required behaviour Jane, turn around thank you. James give Tom his pencil, thank you. The use of thank rather than please is a subtle way of showing you expect compliance rather than asking for it.
Rule reminder	Restate the relevant rule – 'Scott our rule is that we put our hands up to answer.' 'Amy remember the rule about lining up'
Question and feedback	Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here boys?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behaviour
Blocking/Assertive statement	Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child complies, or if there is resistance and argument acknowledging the child's point of view but reiterating the instruction can be effective 'Put your pencil down please, I understand you haven't finished but I need you to put your pencil down'
Choices and Consequences	Enable a pupil to take responsibility for his or her own actions 'Shane I have asked you to move away from Billy, if you continue to sit there you're choosing to stay in at playtime. It's your choice.'
Exit Procedures	On rare occasions, when none of the other strategies a teacher has used have been effective it may be necessary for the child to be removed from the classroom.

Appendix 4 Expectations at CGPS Primary

Uniform

All children will be encouraged to wear school uniform consisting of:

White shirt or blouse or white polo shirt

Grey trousers

Grey skirt or grey pinafore dress with black or grey tights

Black school shoes – shoes should be suitable for school and the age of the child wearing them. (Velcro not laces for younger children, no heels, no boots)

Red checked dress in summer

Maroon jumper, cardigan or fleece

PE Kit

White t-shirt

Black or maroon shorts

Trainers or plimsolls

Tracksuit for colder weather

NO football tops, clothing with big logos or tops without sleeves

Children will be encouraged to make sure their uniform is clean and presentable – spare clothes may be issued if needed. Jumpers and cardigans to be worn correctly; not off the shoulders or tied around waists.

Jewellery

No jewellery may be worn in school except:

- If children have pierced ears small studs may be worn – these should be removed or covered for PE.
- A watch

Expectations of behaviour

Walking around school

Holding the doors open for others

Respecting property and belongings by:

- keeping cloakroom areas tidy
- putting books back on shelves correctly
- not leaving items on the floor
- keeping exercise books tidy etc.

Expecting polite responses from children and adults by:

- always saying please, thank you and excuse me
- trying to have eye contact (depending on nature of child!)
- acknowledging when people are speaking to you, by responding and not shrugging, nodding etc.
- using 'Pardon' and not 'What'