Behaviour Policy

Approved by:	Governing Body	Date: October 2017
Last reviewed on:	October 2018	
Next review due by:	October 2019	

Ethos

Our school promotes positive relationships to create a happy, secure, caring, positive and fun environment where children have the right to learn and adults have the right to teach.

We are a caring community, whose values are built on mutual trust and respect for all. All staff are trained in the use of Restorative practice and these techniques will be used to resolve conflicts. The school behaviour policy is therefore designed to support 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.
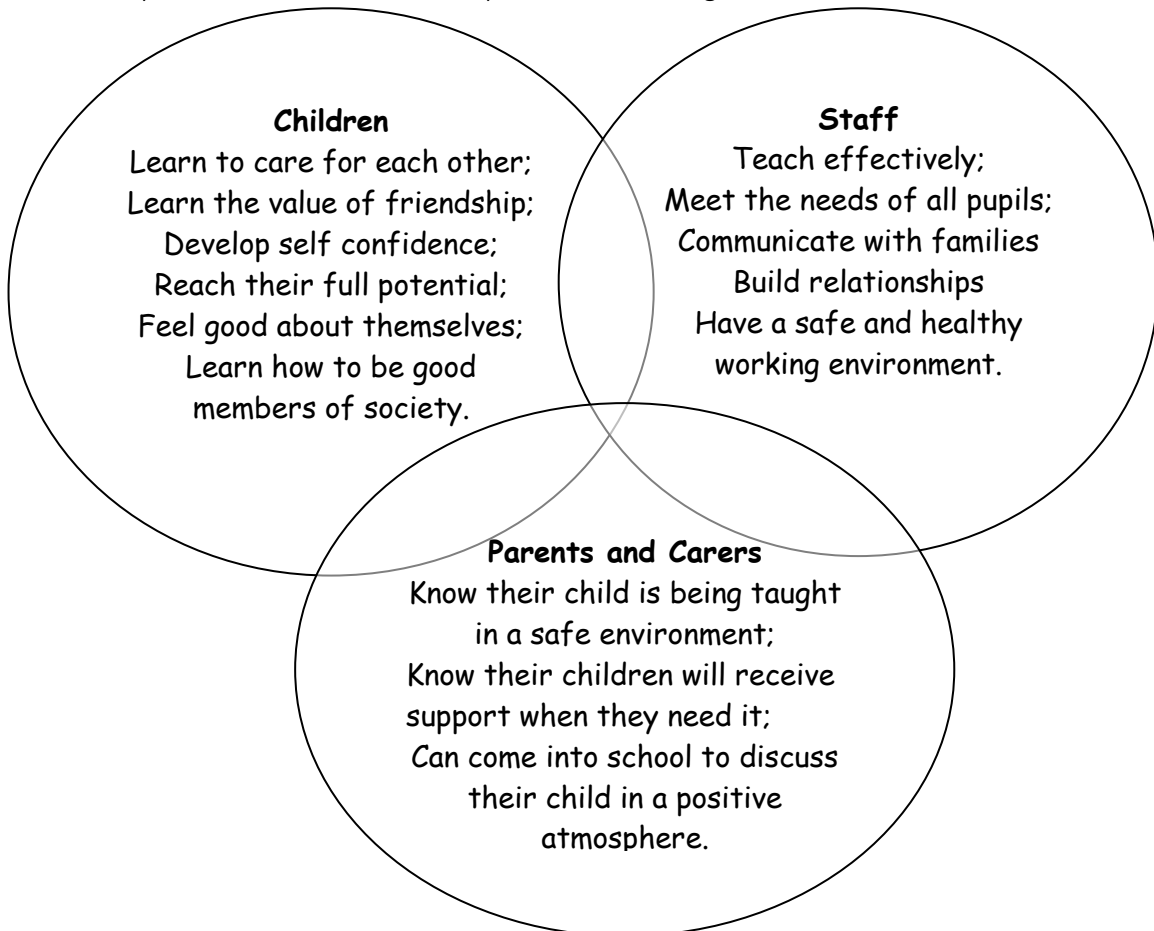
We create an atmosphere where everyone has high expectations with regard to behaviour, emotional and spiritual well-being, academic and physical development.

Our Aims

- ☺ To praise and reward good behaviour
- ☺ To foster positive and caring attitudes towards everyone, by everyone.
- ☺ To be consistent throughout the school with regard to clear and safe boundaries of behaviour
- ☺ To ensure that this policy is widely known and understood so that home and school can work together.

Working together

At Cavendish Primary School we believe that everyone should value good behaviour. This means:

Children
Learn to care for each other;
Learn the value of friendship;
Develop self confidence;
Reach their full potential;
Feel good about themselves;
Learn how to be good
members of society.

Staff
Teach effectively;
Meet the needs of all pupils;
Communicate with families
Build relationships
Have a safe and healthy
working environment.

Parents and Carers
Know their child is being taught
in a safe environment;
Know their children will receive
support when they need it;
Can come into school to discuss
their child in a positive
atmosphere.

Roles and Responsibilities

In order for us to work together, we all have a part to play.

Children need to:
- Treat others with respect
- Follow instructions
- Act in a safe way
- Follow rules
- Accept consequences

Parents and Carers need to:
- Treat others with respect
- Keep school informed about any issues affecting their child
- Be willing to work with school to support their child.

School staff need to:
- Treat others with respect
- Be approachable to children, parents and carers
- Teach appropriate behaviour
- Reward good behaviour and support children in changing inappropriate behaviour
- Ensure strategies are in place to provide a safe environment for all.
- Speak to children in a calm and considered manner.
- Need to use restorative practice to resolve conflict using Restorative Questions and Restorative circles (see appendices – Restorative practice)

How do we do it?

We use many different ways of encouraging positive behaviour.

Rewards for good behaviour include:

- Giving praise
- Awarding stickers
- Awarding merits leading to certificates
- Caught being good tokens at lunchtimes
- Notes/texts home to parents/carers
- Individual rewards
- Whole class rewards

If we see minor inappropriate behaviour we may:

- Praise someone else who is showing appropriate behaviour
- Have a quiet word
- Give them a 'look'
- Stand near them
- Tactically ignore the behaviour
- Remind them of the rules we all follow
- Use restorative practice.

All children will follow the behaviour policy. However, if the individual needs of the child require it we will create and follow an individual action plan for that child.

What if we need to do more?

Sometimes, we need to do more to help some of the children at our school learn the right way to behave. We follow a series of steps but, depending on the behaviour, we may need to jump some steps to make sure everyone is safe.

In the Nursery classroom we:

- Use age appropriate, simple 'scripts' which reference to the child's development stage linked to the Foundation Stage Profile.
- Remind child of the correct behaviour
- Give the child a second reminder with the consequence if behaviour continues
- If there is a third occurrence, the child sits on a chair with a thinking timer, (approx 1 minute for each year of child's age) -an adult working nearby supervises. The adult will clearly explain why the child is sat on the chair.

In the Reception classroom and in KS1

- Children all start the day on the sun
- For inappropriate behaviour they are given a verbal warning
- If the behaviour continues they move to the cloud
- If they continue to behave inappropriately they move to rain – this results in time out on the thinking chair (approx 1 minute for each year of child's age)
- Children who show positive behaviour move onto the sun beam and get a reward.
- If a child has been on the thinking chair more than twice in one day the parent/carer is informed.

In KS2

- Positive behaviour is noticed, rewarded and emphasised through the use of the Smiley system.

- Inappropriate behaviour is initially ignored by reinforcing positives. If it continues a reminder is then given and if necessary, the following happens:

1. Name is written on a warning board/sheet.
2. ✓ next to name
3. ✓✓ next to name and the child receives a consequence
4. Child sent for time out to another class other than phase leaders
5. Referral to SLT

We use the time out logs in each class to record any time outs. If a child is in the time out book 3 times in a week, the class teacher liaises with the phase leader and communicates this to parents/carers.

In the Playground we:

For minor incidents, the expectation is that the staff on duty manage the behaviour positively by engaging the children in an activity.

The following will happen if the inappropriate behaviour continues:

- ☺ Verbal warning
- ☺ Staff to report serious incidents to Phase leaders.
- ☺ Radio SLT

Persistent inappropriate behaviour
(see behaviour pyramid – social competency)

In serious cases, the child will be spoken to by the Deputy Head or Head teacher and a meeting with parents/carers and the class teacher will be arranged, so that school can find the best way to help the child.

The school will implement a number of strategies to ensure the continued inclusion of children with specific behavioural needs these will include:

- Behavioural planning.
- Using outside agencies including Behavioural Support and School Nursing team.
- Risk assessing individuals.
- Special Educational Need referral.
- Targeted, evaluated adult support.
- Alternative provision during parts of day ie Lunchtime groups, sports clubs.
- SEAL groups / pastoral team support.
- A CAF (where appropriate).
- We may keep detailed behaviour logs to ensure that we are able to minimise any triggers and pattern persistent poor behaviour.

Ultimately, the **final resort** for persistent and/or serious offenders is exclusion, either fixed term or permanent.

At Cavendish Primary School we believe that by working together as partners everyone in our school can have a happy and safe education, where the children at our school can achieve their maximum potential both academically and socially.

This document is seen as developmental. It is a working document; therefore the review will be dependent upon the practice it has promoted. Consultation is thus envisaged with those involved in its implementation i.e. the whole staff.

It will be reviewed annually by a person designated by the SLT. A major review involving all staff will take place every three years.

This policy has been written in line with the Governing Body Statement of General Principles.

Reviewed: October 2017

Next Review Date: October 2018

Attached
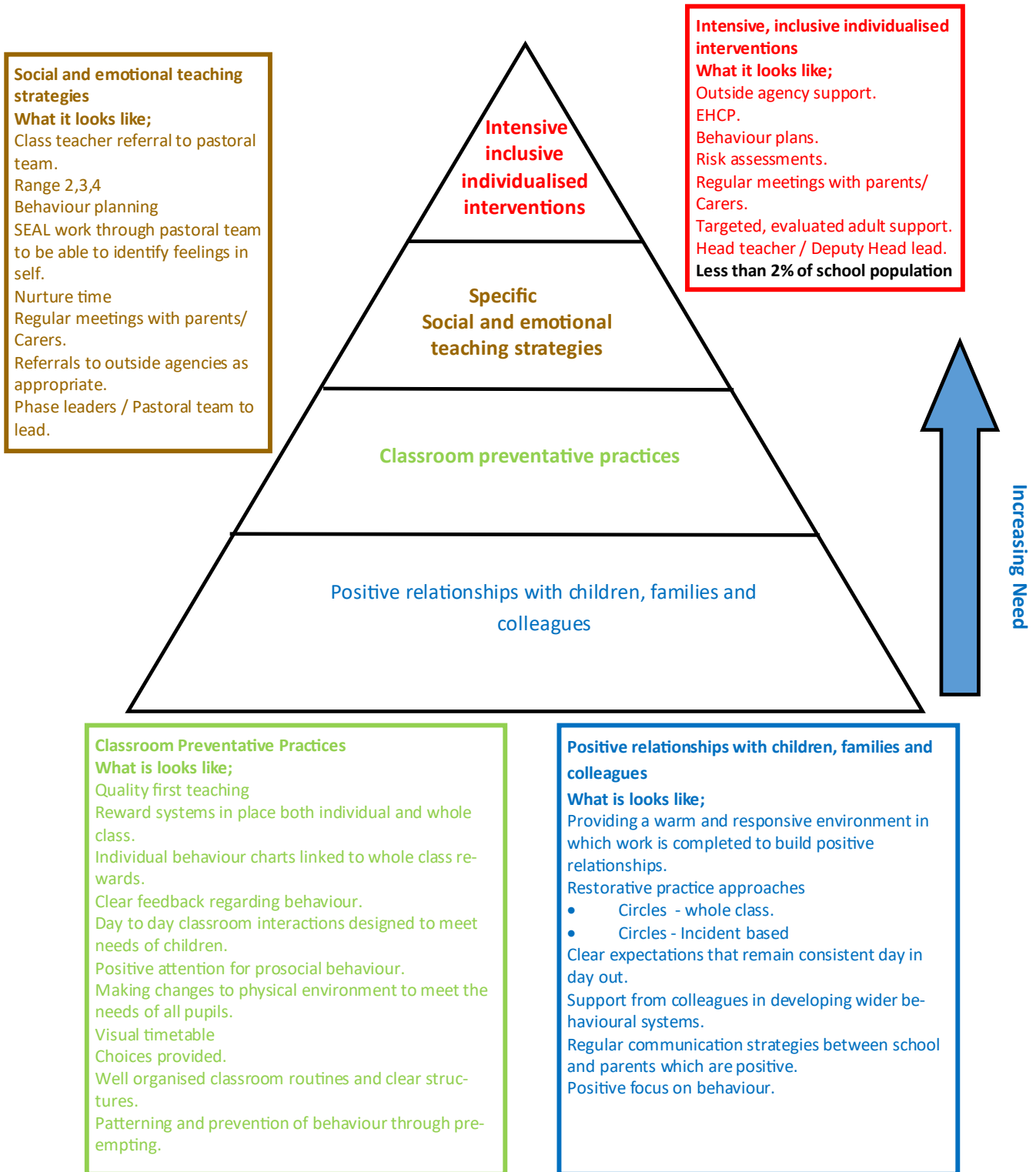
Appendix 1 – Example strategies at each level of need
Appendix 2 – Protocol for severe disruption by pupils
Appendix 3 – Rewards
Appendix 4 – Protocol for children leaving school without permission
Appendix 5 – Use of Reasonable Force protocol

Appendix 1 - Example strategies at each level of need

Social and emotional teaching strategies
What it looks like;
Class teacher referral to pastoral team.
Range 2,3,4
Behaviour planning
SEAL work through pastoral team to be able to identify feelings in self.
Nurture time
Regular meetings with parents/ Carers.
Referrals to outside agencies as appropriate.
Phase leaders / Pastoral team to lead.

Intensive, inclusive individualised interventions
What it looks like;
Outside agency support.
EHCP.
Behaviour plans.
Risk assessments.
Regular meetings with parents/ Carers.
Targeted, evaluated adult support.
Head teacher / Deputy Head lead.
Less than 2% of school population

Intensive inclusive individualised interventions

Specific Social and emotional teaching strategies

Classroom preventative practices

Positive relationships with children, families and colleagues

Increasing Need

Classroom Preventative Practices
What is looks like;
Quality first teaching
Reward systems in place both individual and whole class.
Individual behaviour charts linked to whole class rewards.
Clear feedback regarding behaviour.
Day to day classroom interactions designed to meet needs of children.
Positive attention for prosocial behaviour.
Making changes to physical environment to meet the needs of all pupils.
Visual timetable
Choices provided.
Well organised classroom routines and clear structures.
Patterning and prevention of behaviour through pre-empting.

Positive relationships with children, families and colleagues
What is looks like;
Providing a warm and responsive environment in which work is completed to build positive relationships.
Restorative practice approaches
• Circles - whole class.
• Circles - Incident based
Clear expectations that remain consistent day in day out.
Support from colleagues in developing wider behavioural systems.
Regular communication strategies between school and parents which are positive.
Positive focus on behaviour.

Appendix 2

Protocol for severe disruption by pupils:

- Follow all steps outlined in Behaviour policy whenever possible.

If this fails

- Send for help initially from the Pastoral team and then the Headteacher or the Deputy Headteacher. It is often easier to use a telephone in another class.

- The teacher must stay with the class at all times.

- Team Teach approach will be adhered to by those trained.

- Physical restraint will **only** be used if there is a risk of danger to the child or other persons, severe damage to property or prolonged disruption to the class. It is a last resort.

- The Head teacher/ Deputy Head teacher / Phase leader will contact parents/carers or direct this to happen.

- The incident will be recorded on the school behaviour system – CPOMS.

- The Headteacher will decide the consequences of the behaviour which may include an internal, fixed term or permanent exclusion.

Appendix 3

Rewards

1)   General
- Positive comments can and should be entered on pieces of work, (see Marking Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Head teacher/Deputy Head teacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Buddies, Monitors, School's Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2)   Whole School Reward System: 'Smileys'
As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' tokens. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

Once a Smiley is awarded it can never be deducted

They are intended to help staff focus on positive rather than negative behaviour, e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Termly Smiley System	
25	Bronze
50	Silver
75	Gold

- Gold Awards will be presented in whole school assemblies to share in their child's achievement.

All children should receive a bronze certificate, most should receive a silver and some a gold certificate.

A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school**.

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including:
- Class party
- Class disco

- DVD etc.

3) Achievement and Award Assembly

A weekly achievement assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. This is organised in year groups (see assembly rota).

Appendix 4

Protocol for children leaving school premises without permission:

- Member of staff to phone the office immediately and clearly inform office staff that a child has absconded. It is important to be clear about location of the child. The office staff will inform HT/DHT or SLT as appropriate.

- A member of staff will stay with the class.

- If the child leaves the classroom but stays on school premises, the Head/Deputy will remind the child of the consequences of leaving the school and tell him/her to return.
Take up time will be allowed. Physical restraint will only be used if there is a risk of danger to the child or other persons, severe damage to property or prolonged disruption to the class.

- If the child leaves the school premises and can still be seen, by the adult, the child will be reminded of the consequences as above and also told that the police and their parents/carers will be called. Take up time will be allowed.

- The child's parents and police will be called if a child absconds and they leave the immediate vicinity of the school.

- If the child returns onto premises, follow the above. If the child continues to move away from the school all staff should return to school and parents/carers and police notified.

Appendix 5

Protocol for reasonable force:

What is reasonable force?
1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?
- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school.

When can reasonable force be used?
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 2 Section 93, Education and Inspections Act 2006 5

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:
- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and • restrain a pupil at risk of harming themselves through physical outbursts.

Telling parents when force has been used on their child:
- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and the child's age.