



BEHAVIOUR POLICY

UN Convention on the Rights of the Child	
Article 19	– You have the right to be protected from being hurt and mistreated, in body and mind

To ensure that Cranford Park CE Primary School is a happy, safe and purposeful places, where all children feel secure and have respect for themselves and for others, this policy will be followed throughout the schools, within the framework of statutory guidelines and the Anti-Social Behaviour Act 2003.

The school council has been actively involved in developing this policy.

Specifically staff should:

- ensure that all children are treated according to their needs and that at all times this approach is fair and consistent;
- reinforce and reward good behaviour in a positive way;
- be an excellent role model;
- help children understand that they are responsible for their own actions;
- help children understand how their behaviour affects others;
- ensure that all children are given the opportunity to receive praise and rewards for their good behaviour and achievement;
- give children positive encouragement to tell the truth, they must be able to learn from their mistakes;
- ensure children have an opportunity to make amends for any misdemeanour;
- discuss children's actions with them, give a warning and ensure children know what the penalty will be should they continue to misbehave. All penalties will be carried out.

At the beginning of each school year and regularly throughout the year, teachers and pupils will discuss expectations of behaviour, both in the classroom and around the school. Class rules and expectations are then drawn up and these are reflected in the class charters.

Children's understanding of the Behaviour Policy will be a progressive teaching and learning experience from the Foundation Stage through to Year Six.

However, rules for each classroom will be broadly consistent with the following, to ensure fairness and continuity.

- Be polite
- Be kind
- Respect the school and things in it
- Listen carefully
- Be calm

Similarly, children will be expected to follow simple rules outside the classroom:

- Walk around the school – don't run
- Inside the building, keep to the left
- Put litter in a bin
- Stay in designated areas
- In the dining hall, eat quietly, remembering table manners

Incentives and Sanctions

Ideal incentives are the intrinsic rewards offered by high self-esteem, on relationships based on mutual respect and a stimulating curriculum. However, tangible rewards will recognise, and regularly celebrate, all forms of social and academic achievement.

All individuals need to receive regular praise and encouragement.

General and class rewards

Good behaviour and achievement can be rewarded in any of the following ways :

- Stickers, stars etc. earned in class.
- Stickers given by Head Teacher.
- Stickers given by Senior Lunchtime Supervisor
- Individual reward systems
- Class reward systems e.g. marbles in a pot, Good to be Green time
- Recognition and receipt of a certificate in our weekly Celebration Assemblies.

All of the above are adapted in the Foundation Stage to meet the needs of the very young child as well as being adapted for SEND pupils as needed.

Lunch-time supervisors reinforce good behaviour by giving stickers to children who

behave well.

Team points

All children have a 'Team Player Card' in which they record team points, awarded for effort and achievement and to positively reinforce good behaviour. Certificates are awarded as follows:

15 stars	Bronze Certificate
40 stars	Silver Certificate
80 stars	Gold Certificate
160 stars	Platinum Certificate

Team point totals are announced weekly in celebration assembly.

Rewards and Sanctions - The colour coded behaviour system

All children start the day 'on green' children can then move up and down the coloured scale as appropriate.

Colour Stage	Rewards / Sanctions
Gold	Headteacher's Award Headteacher sends home postcard
Silver	Good Behaviour Wrist Band
Bronze	Teacher's good behaviour sticker
Green	Expected Behaviour
Yellow	Verbal Warning
Amber	2 nd Warning Miss 5 minutes of lunch/play (KS2 called lunchtime detention)
Red	Miss 15 minutes of lunch/play (KS2 called lunchtime detention) Child completes 'reflection sheet' Teacher speak to parents Work alone within classroom
Black	See Head teacher Teacher or SMT member speaks to parents Internal Exclusion Child completes 'reflection sheet' Miss play/lunch at discretion of the Class Teacher

In the classroom, if a child breaks a Class Rule, a clear verbal warning will be given. If the poor behaviour is repeated the child's name will be moved on to 'yellow'. If a further warning needs to be given the child's name will be moved on to 'amber' with a sanction of losing 5 minutes break time. Children will be warned about the consequences faced if the poor behaviour continues. A further repeat of this behaviour moves the child to 'red'. They will miss 15 minutes of breaktime, need to complete a behaviour reflection sheet and they will have to work alone within the classroom.

If the behaviour of the child deteriorates further and the child becomes unresponsive towards his/her class teacher, a phase leader or senior member of staff will be called for. It is at this stage that a decision will be made as to whether the child goes onto 'black'. The teacher will need to pass on a completed reflection sheet with some work to do and the child will have an internal exclusion.

The class teacher will record all moves below green and will contact the child's parents in the playground at the end of the day or by telephone that day for any children who have moved below amber. Class teachers will also communicate with parents of children who move to amber more than twice via a telephone call or letter to involve the parents in ensuring that behaviour improves.

All children who go onto red or black will be monitored by the class teacher to see if other intervention is required. This will be done in consultation with the SENCO.

Children will return to green at the end of each morning or afternoon session to start the next session 'fresh'.

Children who show good behaviour will be rewarded by having their names moved up the ladder to 'bronze', where they will receive a sticker, then they can be further rewarded by being moved to 'silver' where they will receive a wristband and finally they can get to 'gold' where they will receive a Head Teacher Award and a well done post card sent home in the post.

In the Playground

All children should know the rules for the playground :

- Listen to adults and follow their instructions immediately
- Children should show care and consideration for others at all times. Any form of bullying or teasing will be treated very seriously.

Children should play games which are not a danger to themselves or others e.g.

No play-fighting, climbing on walls, playing on steps.

School property should not be damaged

Morning playtimes:

Verbal warnings should be given when children misbehave. If the issue is considered more serious, immediate "time out" should be given for a period of time.

If the same child offends regularly the child's class teacher should be informed. Behaviour can then be addressed within the classroom for that child.

The adult's discretion is to be used at all times.

Lunchtimes

The Senior Supervisor will inform the Supervisory Assistants when and where the children may go on the grass.

1st time: Warn the child firmly that their behaviour is not acceptable. If it involves other children bring them together to discuss the situation. Explain the acceptable way of behaving and warn the children they will be watched very carefully.

2nd time: If the poor behaviour recurs then the child will be given time out. Explanations will be given to the child and time spent talking to them. Reasons may be discovered for their actions. After a short period the child will be asked if they can be trusted to play sensibly. If they think they can they will be allowed to but they will be watched carefully.

If the unacceptable behaviour continues, it will be discussed with the Senior Supervisor who will take responsibility for dealing with it.

Lunchtime "Debarment"

In exceptional cases children may have great difficulty in modifying their behaviour to that which is safe for other children, themselves or staff. In such cases the school may find it necessary to ask parents to take their child home for lunch. This sanction will only be used when all other forms of helping the child have been tried and failed.

Before a child is debarred the following procedures will be followed:

- Behaviour problems will be addressed though the guidelines set out in our Behaviour Policy (see above).
- All concerns will be fully discussed with the child's parents.
- The age/ maturity of the child will always be taken into consideration.
- The child will be warned in front of his/her parents that debarment will take place.
- Parents will be given adequate notice to prepare for taking their child home for lunch.
- The reasons for the sanction and the time the sanction will be in place will be clearly stated.

- This will only be used as a last resort. We always work very hard with children to prevent such a situation arising.

Whenever the school becomes concerned that a child's general behaviour is deteriorating, or in the event of exceptionally aggressive or poor behaviour, parents will be contacted by telephone or in writing and, if appropriate, invited to come into the school to discuss concerns. Behaviour Monitoring Charts (see appendix) and Individual Behaviour Plans will be used to help manage and rectify poor behaviour. Classteachers will regularly meet with all parents of children on Behaviour Monitoring Charts or IBP's to discuss progress with both the parents and child present.

In the event of an extremely serious incident for example, one in which the child has lost self-control, or in the event of gradual deterioration in behaviour, despite many interventions and appropriate warnings, a short-term exclusion may be imposed.

Should a child's behaviour be so extreme that physical restraint is necessary the school will adopt the guidelines set down in the DfE publication ***Use of reasonable force: Advice for headteachers, staff and governing bodies*** published in July 2013.

Permanent exclusion would be an ultimate sanction and one which would be reluctantly imposed.

Screening, searching and confiscating

Searching

School staff can search a pupil for any item banned under the school rules, if the pupil agrees

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons (real or replica), alcohol, illegal drugs and stolen items.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in our behaviour policy.

Screening

Screening by a walk-through or hand-held metal detector (arch or wand) is allowed,

even if staff do not suspect pupils of having a weapon. It can take place without the consent of the pupils.

Any member of school staff can screen pupils.

Confiscation

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

2. Staff have a defense to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Discipline beyond the school gates

Disciplining beyond the school gate covers our response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. This could include use of social media.

All staff should follow the school's behaviour policy when pupils are:

- taking part in any school-organised or school-related activity
- travelling to or from school in school uniform or in some other way are identifiable as a pupil at the school.

Or, misbehaving at any time, whether or not the conditions above apply, in a way that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

If it is not possible to intervene directly, the behaviour should be noted and brought to the Headteacher's attention as soon as possible.

If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow our safeguarding policy.

The Headteacher must be informed if staff have applied our behaviour policy outside

of school.

The school recognises that the development of a school community which is a secure and purposeful environment, in which children have high self-esteem and respect and tolerance for others, is an aim shared with parents, and that the successful implementation of this policy depends upon the support of parents. It is hoped that parents share the aims and content of this policy with their children.

The Governing Body believes that fairness and consistency of judgment is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment that is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.

Agreed/reviewed: March 2019

Next review: March 2022

APPENDICIES

- 1 Managing behaviour on a day to day basis
 (notes for staff)
- 2 Behaviour Reflection Sheet
- 3 Behaviour Monitoring Charts

Managing Behaviour on a day to day basis

CLASSROOM ORGANISATION

Create a stimulating and purposeful learning environment. Walking into a purposeful classroom automatically calms children. Disorganisation creates chances for pupils cause disruption.

BE READY!

Make sure all lessons are planned for and basic equipment is set up before children enter the classroom, make sure you are clear what you are teaching and they are learning. E.g. 'Not getting LSA's to do last minute photocopying'. You could have a question of the day or a downloaded piece of artwork to discuss quickly during registration. Ensure an adult is back in the classroom when the children return from break or lunchtime.

DIFFERENTIATION

Is your lesson worth behaving for? Are your disruptive pupils; being challenged? Do they listen to instructions? Get your LSA to observe and note down what they are doing when you are teaching. Are they interested in the lesson? Make sure their needs are met.

ROUTINE

Try and stick to a timetable. Children like knowing what they are going to be doing. After a few weeks children will move from 'what are we doing after lunch?' to 'Are we continuing our art like we normally do on Monday afternoons?' Try and put in a non-academic subject in every day – art/dt, pe x 2, pshe & citizenship, drama, music. Children are entitled to a broad and balanced curriculum.

REWARDS

Give team points consistently to re-inforce positive behaviour and effort. You may need an alternative reward system for some children who are regularly disruptive.

CLASSROOM SETUP & PROCEDURES

- Have set lining up places – split up children with behaviour issues, reduce the long line
- Class seats
- Carpet places
- Consider access to carpet and exit – walkways from tables – who passes who to get somewhere?
- Walk children to music, computing, Collective Worship and lunch.

TARGETS

The most disruptive children will have behaviour plans that have targets – these targets need to be monitored daily for evidence and reviewed with parents regularly.

Children should not have more than 2-3 targets.

**Rights, Respect and Responsibility
REFLECTION SHEET**

Name:		Date:	
<u>Why do I have to take some reflection time? What did I do/say?</u>			
<u>How has this made others feel?</u>		<u>How has this made me feel?</u>	
<u>How could I have handled things differently?</u>			
<u>What have I learned through this?</u>			

This has been talked through with:

Behaviour Monitoring Charts

NAME:

CLASS:

Behaviour monitoring sheet

Date	Collective worship		Break		Lunch		
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Target 1:

Target 2: