



## Carclaze Community Primary School Behaviour Policy

CARE

COMMUNICATE

PERSEVERE

SPARKLE

### **Introduction**

We believe that the children in our school should experience a happy, secure and beneficial environment in which to learn. We uphold the importance of a positive approach to behaviour management and that appropriate behaviour needs to be explicitly taught. Evidence shows that a whole school consistent, positive approach to behaviour management is most effective in marginalising and reducing unwanted behaviours and is effective for the majority of children.

### **Our main aim at Carclaze Community Primary School is to improve standards and achievement through...**

- 1) Providing outstanding teaching and learning through an active and personalised curriculum
- 2) Promoting excellent behaviour through consistently high expectations and pastoral support
- 3) Providing a range of activities and opportunities to enrich the lives of children, families and the wider communities
- 4) Networking effectively with stakeholders and wider children's services
- 5) High quality resources used effectively to meet the needs of all learners

### **Aims of behaviour policy:**

- To provide a safe and secure environment
- To ensure a clear, positive and consistent response involving rewards and sanctions to both wanted and unwanted behaviours throughout the school
- To encourage school/parental partnership to optimise learning and create a welcoming, safe school environment where all feel valued.
- To promote values we consider important such as honesty, self-respect, self-discipline, respect for others and fairness and to reinforce these values by attitude and example
- To promote independence and respect for school and class' rules
- To teach children to recognise and manage their emotions, feelings and related behaviours and to provide time and space to reflect upon our emotions and actions,
- To acknowledge that every person who joins the community has a part to play and each person's contribution will be valued
- To support any member of the school community who needs help and encouragement
- To nurture the self-esteem of all
- To listen with care to the views and opinions of individuals or groups and treat their contributions with respect.
- To ensure that we fulfil our responsibilities whether as a pupil, teacher or other adult with regard to
  1. Punctuality
  2. Completing tasks to the best of our ability
  3. Taking responsibility for our environment - the grounds, building and equipment
  4. Co-operation with other school members
  5. Considering the impact of our choices upon others and being prepared to regard mistakes as opportunities to learn and grow.

### **Whole school approach:**

- Positive behaviour strategies from RWI are embedded in whole school and classroom practice ie I say - you say and one hand up for all to listen.
- Parents are encouraged to contact the school if they have any concerns relating to their own child's behaviour, that of other children or if they feel in need of support in how to manage any behavioural issues.
- Where parents they feel their own child has been a victim, parents are advised to speak to a member of staff and not to approach children under any circumstances.
- Weekly 'R-Time' / SEAL sessions take place to identify anxieties and concerns and devise ways forward.

- Each class agrees a set of class rules at the beginning of each academic year with their class teacher. There will be clear privileges which are offered to the children, but there will also be clear sanctions if any of the class rules are broken. The rules, rewards, and sanctions are shared explicitly with the children, clearly displayed and referred to regularly.
- The same system is applied for behaviour at break time, lunchtime and moving around the school. These rules are shared with the children in an assembly at the start of the year and regularly reviewed with the children at additional assemblies throughout the year.
- All members of school staff have a duty to respond to both desired and unwanted behaviours of all pupils unless a pupil's individual behaviour plan specifically states otherwise. All members of staff aim to emphasise, praise and reward the behaviours we want to see more of.
- For the majority of pupils, a consistent application of the school's behaviours policy is effective. However, there may be times when a minority of pupils may need additional support in the form of group behaviour interventions such as an anger management group or more individual provision such as an individual Thrive Plan and/or behaviour plan. Parents will be consulted and involved should this support be regarded as helpful.

- The sanctions and rewards may include:

Rewards	Sanctions
Positive praise	Verbal warning
Acknowledgement through agreed class reward system e.g. moving up the behaviour board, name under the smiley face, raffle ticket	Appropriate classroom sanction e.g. moved down the behaviour board, name under the sad face, moved places
Team Point Tokens	Time Out
Share achievements with Headteacher/ Assistant Head/Senior Teacher	Miss a favourite activity or playtime
Head Teacher's Award	Spend time in another class - see agreed plan
Celebration certificate	Speak to the Head Teacher/Assistant Headteacher/Senior Teacher
Speak to parents	After school detention
	Speak to parents

1. We encourage flexibility in the applications of sanctions to suit **individual circumstances and to allow for reasonable adjustments to be made in order to remain compliant with the requirements of the Equality Act.**
2. Behaviour records are kept by class teachers and submitted half termly to SLT to monitor and analyse incidents of inappropriate and unacceptable behaviour.
3. Children are given the opportunity to reflect upon their behaviour choices through a range of de-escalation strategies eg discussion, drawing, reflection sheets etc.
4. If a child's name is regularly appearing on the behaviour log, then the class teacher will meet with the parents to share their initial concerns. If the behaviour continues, a meeting will be arranged between the parents and the head Teacher/SLT member.

**Inappropriate behaviour:**

- We always try to understand the reasons for misbehaviour so that we can deal with it effectively. However, the fact that there is a reason behind the behaviour does not make the behaviour acceptable.
- When dealing with problems we label the behaviour and not the child i.e. say 'That is not the right sort of behaviour' or 'I know that you know how to behave' rather than 'you are a naughty boy / girl'.
- We recognise that for a small minority of children choosing the right behaviour may be difficult. Therefore, if appropriate, we focus on, and try to correct, only one problem at a time.
- We use non-verbal signs, e.g. a look or a frown, as an initial warning to children.
- We ask the child what he/she is doing and establish if it is against the rules or give a rule reminder.
- We try to work out how problems may be resolved and when possible create an opportunity for immediate reparation. Positive restorative approaches will be used. See question sheet.
- We use verbal or visual prompts for children with communication difficulties.
- When a child is evidencing signs of dysregulation we will empathise with the emotions the child is experiencing, and support the child to de-escalate and calm. We will not begin to reflect upon the choices made or reparation or consequences needed until the child is totally calm.

**Extreme behaviour:**

- We do not accept violence, racism, bullying (refer to Anti-Bullying Policy), vandalism, rudeness to adults or bad language.
- Incidents of bullying or racism are recorded in the school log and reported to the governors in accordance with the school's Equality and Anti-Bullying policies.
- Retaliation, hitting back or taking retribution into the child's own hands is not acceptable. Children are specifically reminded not to do this and taught why it is not appropriate. Children who engage in retaliatory behaviours will receive the appropriate sanction. Children know that there are always adults in close proximity at school in, who will deal with any issues or concerns they have.
- Children observing or experiencing any inappropriate behaviours are encouraged to enlist the help of adults in the school.
- If a problem persists it may be necessary to involve outside agencies such as family support workers, the Educational Psychology service, etc. If a pupil has ongoing behavioural problems, an Individual Behaviour Plan (IBP) will be created and shared with parents, in a few cases this may also involve a risk assessment and positive handling plan.
- The last resort is exclusion from school on a temporary or permanent basis following the LA's policy on exclusion.
- Parents will be informed at an early stage if their child is not conforming to the expected standards of behaviour. The parents may be able to provide additional information as to why the behaviour has deteriorated and will be expected to work with the school to help the child.

**Playtimes and lunchtimes**

Duty Staff will demand similar standards of behaviour and will apply appropriate consequences. If children persist in behaving inappropriately, lunchtime detentions may be issued or, in extreme cases, parents may be asked to remove their child from the school at lunchtimes.

We aim to improve the quality of playtimes and lunchtimes by initiating the following:

1. Learning playground games in PE lessons
2. Increasing the playground games available
3. Providing equipment for use in the field
4. The designation of areas for sport in the playground and the field
5. The designation of quiet areas where children can sit and play quiet games or read
6. The development of an open garden area
7. Buddies

**Bullying**

We believe all pupils and staff have the right to feel safe and this can be seriously undermined when bullying occurs. Various strategies are employed to encourage victims to feel able to speak out about incidents of bullying. The initial and highest impact strategy is that all staff will taking reports seriously and investigate them thoroughly. Other strategies involve awareness assemblies and access to pastoral staff. When bullying occurs both the victim and the protagonist need help and support to ensure the behaviour stops. When bullying occurs, families of the victim and the protagonist will be informed and involved in all steps of the process. Please refer to the school's Anti-Bullying Policy for more detail.

**Positive handling**

Mr Pollard, Mrs Colwill, Mrs Bond, Mrs Westaway, Miss Allan and Miss Lenz-Williams have received training in 'Team Teach' and may be called upon if a child is needing to be moved or positively held for their own safety or the safety of others. If we believe a child may need safe holding then a risk assessment and safe handling plan will be put in place and shared with parents.

**Equal Opportunities**

This policy applies to all children regardless of gender, race, cultural background and any special needs.

**Conclusion**

This policy gives a clear code of conduct for all adults and children in our school. It has been put together following discussion with staff and governors and reflects the values and principles that we consider to be important for our school.

**Written: Sep 2017**

**Next Review: Sep 2018**