

# **Cusgarne CP School**

## **Policy For Positive Behaviour**

**Date Of Review**

**Feb 2017**

**And Then**

**Every 3 Years**

## **CUSGARNE SCHOOL POLICY FOR POSITIVE BEHAVIOUR**

At Cusgarne School we believe in promoting good behaviour and, in order to achieve high standards, we aim to promote a positive atmosphere conducive to effective teaching and learning.

We recognise that everybody has the right and responsibility to show and to receive respect. Staff lead by setting a good example.

Our school ethos is promoted through the Five Cs which are displayed around the school.

Courtesy, Consideration, Commitment, Care and Creativity.

Please also see the school Value statement (appendix) which is displayed around the school and on the website.

### **Aims**

- To show tolerance and respect towards others.
- To foster and develop an attitude of pride in themselves and their school.
- To promote honesty, trust and fairness.
- To encourage a respect for the school environment and others' personal property.
- To recognise and celebrate the achievements of others.
- To develop self-discipline, motivation and self-confidence.
- To develop independence and high self-esteem.

### **Recognition Of Achievement And Good Behaviour**

Recognition of achievement will take the form of written, verbal and/or public acknowledgement by any member of staff at school. To promote interest and motivation, these are reviewed and changed at regular intervals.

The first and essential acknowledgement of positive behaviour will always be meaningful verbal praise.

To reinforce this throughout the school, all adults working in school can award Stickers, Merits and Team Points. The child's name may be recorded in their class Commendation Journal. A child can earn team points and merits when behaviour is positive for that particular child, creating an equal chance for all. Merits and team points are also awarded for high achievement and a positive attitude to school activities. Team points are added to the team score weekly, at a whole school assembly. At the end of each half-term the winning team receives an extra playtime.

Individual members of staff have a variety of stickers/stamps/smiley faces which they may choose to give.

The head and staff show appreciation of good behaviour and academic achievement in assembly.

Out of school achievements are celebrated and shared in assemblies.

An end of year achievement cup is awarded to one child in each year group.

A variety of cups and shields are presented at the end of each academic year.

### **Promoting Positive Behaviour**

The school rules are displayed in prominent positions around the school.

- Follow staff instructions.
- Keep hands feet and objects to yourself.
- Use appropriate language at all times.
- Walk within the school building.
- Respect others and their property.

Classroom rules are agreed within each class at the beginning of the academic year and displayed in individual classrooms.

Positive behaviour is promoted through all aspects of the curriculum. Specific teaching takes place in assemblies, R E, PHSE, circle time and through the social skills learned at lunch and playtimes.

The Five Cs posters are displayed throughout the school.

There are notices reminding children of the behaviour expected in corridors and around the building.

Year 5/6 children are given roles of responsibility as lunchtime monitors and as a buddy to a child in the Foundation Stage.

All staff and Governors monitor the behaviour of children in class.

### **Code Of Behaviour In The Playground**

All children must be collected from the playground at home time.

The staff on duty decide upon when the grassed area is to be used at playtimes.

A toy or piece of equipment which goes out of the school grounds must be retrieved by an adult.

Children must walk on the steps and slopes when entering and leaving the building.

On the bell, children must stand silently and are then told to walk to their line.

Each class has the opportunity to play with the outdoor toys at different times during the week.

Class 1 pupils are permitted to bring a small toy from home to play with during break times.

## Sanctions

Any transgressions are recorded in the class Behaviour Journal with the child present – a tick next to the child's name with the date and a short explanation.

- ✓ Verbal warning.
- ✓ ✓ Time out - moved away from the situation until ready to rejoin the group.
- ✓ ✓ ✓ Moved away from the situation, possibly to another room or to work in isolation - parent is notified.
- ✓ ✓ ✓ ✓ Referred to Head for further investigations and parental consultation.

Outbursts of inappropriate and violent behaviour results in an immediate 4<sup>th</sup> sanction and parents will be notified and asked to support the school by providing time and space in which the child can reflect upon his/her actions. Until the carer arrives, the child will be placed in the care of an adult and removed from the situation. The following day a consultation meeting will be arranged with the head, the parents and the child.

Warnings are not carried over to the next day, however consistently poor behaviour may result in a daily/weekly report being written by teacher and parent – diary.

## Bullying

Bullying can be defined as deliberately hurtful behaviour, repeated often over a period of time and directed towards those unable to defend themselves. It can take the form of:-

- **Physical** Hitting, kicking, taking belongings.
- **Verbal** Name – calling, insulting, racist remarks.
- **Indirect** Spreading unpleasant stories, excluding somebody from social groups.
- **On-line** including all forms of electronic communication.

All such behaviour is unacceptable and is not tolerated.

Minor incidents are dealt with by the pupil's teacher and a written report kept. More serious incidents are referred to the head.

Anti – bullying themes are incorporated into the curriculum and dealt with during assemblies, PHSE, circle time and other curriculum areas.

For specific strategies refer to the Policy on Anti-Bullying and Policy for ICT (including e-safety).

### **Racial/Sexual Harassment**

Racial and sexual harassment are totally unacceptable and any such instances are acted upon by the pupil's teacher and a written record kept. More serious incidents are referred to the head.

### **Truancy**

Where a problem occurs, working in partnership with the parents and the Education Welfare Officer, a strategy will be devised in order to avoid any re-occurrence. Refer to Attendance Policy.

### **Physical Restraint**

Our policy on physical intervention/positive handling by staff is set out separately. It complies with LA guidance, 'The Use of Physical Restraint (Positive Handling) in Schools' (revised March 2004). The policy States that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times, it must be the minimal force necessary to prevent injury to another person.

Such events will be recorded and signed by a witness. Staff who are likely to need to use physical intervention will receive appropriate training.

### **Exclusion**

Exclusion from a lesson, class activity or in extreme circumstances, from school will be fully investigated and followed through in the best interest of the child. Detailed behaviour journals of incidents prior to the decision being made will be taken into account. The parents will always be informed. The child will be party to the discussions and full understanding of the seriousness of their actions and subsequent consequences explained. Reference to the school's Exclusion policy and County guidelines would be made should the need arise.

The following list, although not definitive, outlines reasons that may incur exclusion:

- Physical assault against pupil or Adult

- Verbal abuse / threatening behaviour against pupil or adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage – which included damage to school or personal property belonging to any member of the school community; vandalism, arson and graffiti
- Theft
- Persistent disruptive behaviour : challenging behaviour, disobedience and/or persistent violation of school rules

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any staff member or pupil and it helps to promote equality at this school.

Dated

Signed

Name/Position

Dated

Signed

Chair of Governors

### Appendix to the Positive Behaviour Policy

Recognise each incident is specific and individual.

The following process may need adapting according to the individuals available and the child involved.

Should a child suddenly present adverse negative behaviour, such as running away, hiding in corners or under tables the following strategy should be used:

- Ensure the safety of all concerned
- Send for extra support from another teacher/headteacher via a TA/pupil or volunteer. The class teacher should not leave the situation.
- As soon as support arrives the class teacher should remove the rest of the pupils and engage them in a different activity either in the hall, the playground or another classroom.
- Two staff would be left to deal with the vulnerable child (e.g. 1 x teacher and 1 x TA). Only one person should engage in a brief conversation, using and applying calming measures. Sufficient time for the child to calm and be able to listen to what is said should be allowed. Ensure the instructions are simple and easily understood. Tell the child that when they are ready to 'come from wherever' that you will talk and help the child sort out the problem.
- Try to enforce a specific consequence for non-compliance of the simple instruction e.g. ring a parent after a count of 20.
- When the child begins to respond, praise the first steps. Set the next small step until gradually you gain compliance.
- As soon as the child is responsive and situation diffused, send for the class teacher and class in order to get back into normal set up asap.
- Follow up: details of the Antecedent, Behaviour and Consequence needs to be recorded in a behaviour journal and the parents informed.

# Cusgarne CP School

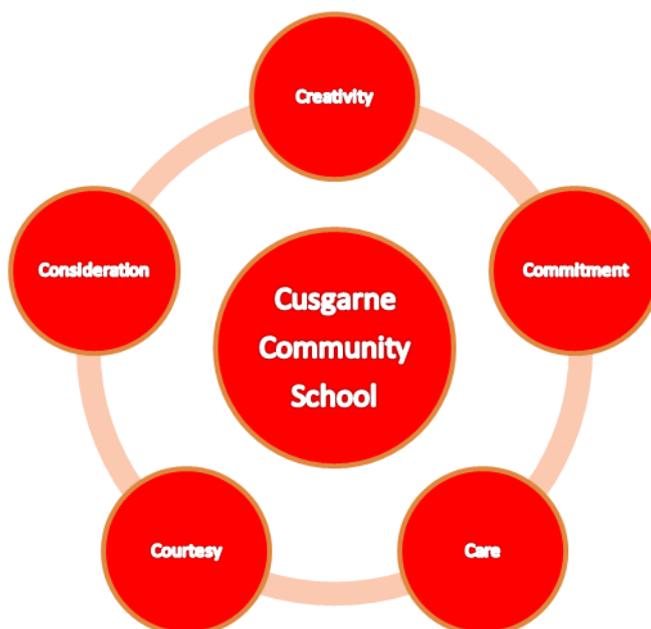
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Make the most of every moment.

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We have high expectations and foster an environment where everyone is valued.

## Principles:



## We Aim:

- To provide each child with a high standard of education in a caring and supportive family atmosphere.
- To address the needs of a growing child, where children are respected and valued as individuals.
- To challenge thinking and promote independence that embraces life- long learning skills
- To help each individual child develop positive attitudes to learning and life through building self- confidence, self- esteem and self- discipline.
- To have strong partnerships with families and communities

## Vision:

To be outstanding in all we do.