



Cadishead Primary School

Behaviour Policy - KS1 and KS2

September 2020

Policy Review Sheet Behaviour Policy

| Date Reviewed | Date of Next Review | Name/signature |
|---------------|---------------------|-----------------------|
| Autumn 2012 | Autumn 2013 | <i>N R Hargreaves</i> |
| Summer 2014 | Summer 2015 | <i>N R Hargreaves</i> |
| Summer 2015 | Summer 2016 | <i>N R Hargreaves</i> |
| Summer 2016 | Sumer 2017 | <i>N R Hargreaves</i> |
| Summer 2017 | Summer 2018 | <i>N R Hargreaves</i> |
| Autumn 2019 | Autumn 2020 | JETHomas |
| Autumn 2021 | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Introduction

At Cadishead Primary school we endeavour to create a secure, happy and friendly environment in which children are expected to behave well, care and co-operate with each other and show respect for individuals, property and their school environment.

Good behaviour needs to be modelled, encouraged and praised and children should be given opportunities to experience personal and social success. This will enable them to develop self esteem which we hope will result in their ability to empathise with the feelings of other children and adults. Similarly, we also see the need to have clear guidelines, rewards and appropriate sanctions that will help both staff and children to maintain good discipline.

We expect our staff to be good role models for the children and to help them develop the skills to be able to resolve conflict in a calm, non-aggressive manner and to be able to reflect on situations and think about how their behaviour and actions impact on others. All staff will demonstrate consistency in their approach and children will staff and pupils will have mutual respect for each other.

All staff are aware of how environmental factors, choice of activity and the way activities are delivered can affect behaviour and regularly consider their practice in order to ensure the best possible impact.

Aims:

1. To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
2. By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
3. In PSHE teach values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
4. To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
5. To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
6. To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

The staff and children have worked together to create a charter of rights and responsibilities which gives the children rights and responsibilities. We called this:

The Cadishead Carta

These are their rights which have been promised by the staff:

We will keep you safe and happy.

We will treat you equally and fairly.

We will have fun learning about the world together.

We will help you to become the best person you can be.

We will guide you to become independent.

These are their responsibilities which have been promised by the children:

We will respect everyone and everything in school.

We will be kind to each other.

We will listen when someone is talking to us.

We will follow rules and instructions.

We will always try our best!

Adults and children will use these to frame behaviour - rewards will be given for following these rules and sanctions will be applied when children do not follow them.

Positive Consequences

Individual Rewards:

- If a child works or behaves in manner above our normal expectations they will receive a 'Dojo'. These are recorded online using the Dojo website. Parents are able to access this from home to see what their child is earning Dojo's for.
- When 15 (KS1) or 20 (KS2) Dojo's have been earned the children will get a prize from the year group prize box.

Class Dojos:

Class Dojo is an online system that rewards and tracks both individual and class behaviour throughout the day. Class Dojo is easy to use and gives pupils the chance to be rewarded regularly for demonstrating positive behaviour. Dojo's will be awarded for behaviour linked to our Cadishead Carta.

Class Dojo strengthens the links with our parents. Each parent has been given a login for their child's account so they can track positive class dojos throughout the day. Messages can also be sent to teachers and Headteacher via the Dojo system.

In addition to this stickers and stamps will be used to reward good work and behaviour.

Feedback to parents about a child's behaviour and/or achievements are a very powerful way of raising the child's self esteem and gaining the parents' support.

Consequence Steps

We feel it is important to promote positive behaviour and encourage self-discipline. However, there may be times when a child's behaviour infringes on the rights of others or our school rules (Cadishead Carta).

We want all staff to 'Praise In Public' (PIP) and 'Reprimand In Private' (RIP) and to use every opportunity to 'catch', praise and thank children for doing the right thing.

The following table lists some examples of behaviours that would fall into each consequence bracket however, this list is not exhaustive

| | | |
|--------|---|---|
| Low | <ul style="list-style-type: none"> Getting out of seat Not listening Rocking on chair Distracting others from learning Making inappropriate noises Shouting out / Talking when shouldn't be Running inside Not following instructions Throwing things across the classroom | <ul style="list-style-type: none"> First instance - warning Second instance - 5 minutes of break / lunchtime lost If low level disruptions continue staff will move onto medium consequences A call may be made to parents / carers |
| Medium | <ul style="list-style-type: none"> Ignoring instructions Refusing to work Encouraging others poor behaviour Walking away from an adult Answering an adult back Name calling Swearing Spitting Being deliberately unkind Withholding the truth Dangerous play | <ul style="list-style-type: none"> First instance - warning Second instance - 10 minutes of break / lunchtime lost A call may be made to parents / carers The child / children may be taken to a Team Leader and spend some time in their class |

| | | |
|------|--|--|
| High | Leaving the classroom without permission Leaving the building Destroying own or someone else's work Physically hurting someone else - punching etc Fighting Throwing something at someone | The child / children will be taken straight to the Deputy Head or Head who will decide on an appropriate consequence. This may include an in-school isolation or a fixed term exclusion. Parents / Carers will be contacted |
|------|--|--|

Severe Clause:

Children showing extremely violent or grossly abusive behaviour or bad language will be sent to the head teacher or deputy Headteacher who will inform their parents. The child may lose break or lunchtime play and in some cases a fixed term internal or external exclusion may be given. An internal exclusion would mean the child is in school but not in class they would be doing their work either in another class or outside the head teacher's office.

School Exclusions:

The next level of intervention in terms of severity of behaviour would be a fixed term or permanent exclusion. A pupil may be temporarily excluded from school:

- As a result of a single incident of such severity that a 'breathing space' is required.
- As a result of continued unacceptable behaviour which has not proved amenable to in-school interventions, and which is preventing other pupils from accessing the curriculum within school.

The Headteacher will follow the LA's set procedures in any instance of exclusion. The governors will be kept fully informed of any temporary exclusions and any move to permanently exclude will be as a result of a decision taken by the governing body. After an exclusion a pupil and their parent/carer has a re-integration meeting with the Headteacher or Deputy Headteacher.

-

Continued disregard for Positive and Negative Consequences

If we feel that our behaviour system is not meeting the needs of any particular child we will implement an Individual Behaviour Plan (IBP). This could include the use of a daily report card which parents are asked to sign at the end of each day. Problems which are severe or recurring could result in the exclusion procedures being implemented. We may also seek the advice of outside agencies such as the Primary Inclusion Team.

Anti-bullying

School has a zero tolerance approach to bullying and our approach is covered in the Anti bullying policy which should be read in conjunction with this policy.

Before School / After School

When the children arrive at school in a morning they need to get off their bikes and scooters and push these through the playground to the bike / scooter storage sheds. The children need to wait in their correct playground or near the door they go in and not go onto the playground near Nursery or into the Nursery / Reception areas and play with the equipment or bikes. Anyone not following these rules will be given a verbal warning

At the end of the day children with bikes and scooters must push them through the playground and not ride them until they have left the school premises. If a child is consistently riding their bike or scooter in the playground their parents will be spoken to.

Break Times

Teachers and/ or Teaching Assistants are expected to see their children out of the class and onto the playground and collect them from the playground at the end of break.

Lunch Time

At the end of the lunch break Teachers and / or Teaching Assistants will collect the children from the playground.

During break times the children are expected to:

1. Exit the classrooms and cloakrooms in an orderly fashion.
2. Keep to/remain in the playground - rushing in and out of school is not permitted.
3. Take everything required out to the playground e.g. snacks, gloves, scarves etc. (to avoid children returning into the building)
4. Children are not allowed to get snacks out of their lunchboxes. Break time snacks must be put in their trays at the start of the school day.
5. Play sensibly - not disrupt or spoil other children's activities. Certain activities are **NOT** permitted. These include: fighting (toy or other), kicking (including Kung Fu), lifting up other children, chains of children, gangs of children, tormenting others.
6. Not to swear, tease or name call.
7. Stay in the playground. No child is to leave the playground (unless collected by his/her parents via the school office).
8. Keep the playground clear of litter.
9. Be well behaved: Children who persistently misbehave will be spoken to by the teacher on duty and the behaviour policy consequences applied. They may be asked to spend the rest of their break time with the teacher on duty.

10. Follow the rules which govern the end of any break period.

N.B. The teacher on duty **MUST** be prepared to deal with any misdemeanours, particularly bullying, and act fairly. All children should be listened to and given the opportunity to explain, express regret, apologise for the problem **BEFORE** any negative consequence is applied.

Lunchtime

At lunchtimes children are expected to:

- Respond to the lunchtime welfare assistants with the same respect given to a teacher.
- Obey the same rules which apply to break and other times during the school day.
- Eat their lunches quietly, remaining seated whilst eating, showing good table manners
- Show Regard/respect for others in the dining hall
- Co-operate with the lunchtime staff
- Use good manners by saying please and thank you

Dealing with Aggressive Behaviour in the Playground

We always try to reward children's good behaviour and lunchtime is no exception. Welfare staff will report any inappropriate behaviour to the class teacher who will then deal with the situation in line with the policy. Any children fighting or deliberately hurting others will be sent immediately to the Headteacher or Deputy Headteacher.

Physical Intervention

Physical Contact

In school, physical interaction occurs frequently in a number of situations. Examples of this may be when a pupil is distressed, when supporting pupils to access the curriculum, or to assist with personal care. In addition staff will use positive touch to comfort pupils and as part of our PSHE curriculum in order to teach more appropriate ways of seeking attention.

Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action. Examples of this include; guiding or leading a pupil by the arm or shoulder with little or no force. The important factor in these situations is the compliance of the child.

Restrictive Physical Intervention

Due to the current risk Assessment and Procedures in place due to COVID staff will not use any physical intervention or Team Teach. If a child needs physical

intervention and is in a classroom the rest of the children will be removed from the room and parents will be called and asked to come to school.

Emergency Interventions

Emergency interventions will involve staff employing, where necessary, one of a combination of the strategies mentioned above in response to an incident. This will occur when all other strategies have been exhausted or if the incident requires a rapid physical response i.e. a child running out onto a road

Planned Intervention

Planned interventions involve staff employing, where necessary, one or a combination of the strategies mentioned above as an agreed response to an identified behaviour. This will be documented in an Individual Behaviour Support Plan, which will be shared with parents and reviewed on a regular basis. The support plan will list the agreed holds that can be used in addition to the pro-active, active and reactive interventions that may be used first to defuse or de-escalate the situation.

Conclusion

We all have a part to play in ensuring that our school is able to function as a caring, learning environment for our children. Whenever appropriate opportunities arise staff should praise good behaviour exhibited by our children and make this the basis of encouraging good behaviour in others.

Parents and Carers can help by:

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Praising children when they are star of the day or teachers pass on positive comments
- Supporting staff when children have had incidents or when calls home by the Headteacher / Deputy Headteacher have been made
- Attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- Knowing that learning and teaching cannot take place without sound discipline.
- Advising teachers if something has happened at home which may impact on a child's behaviour in school.