



Cadishead Primary School

Behaviour Policy

Policy Review Sheet
Behaviour Policy

Date Reviewed	Date of Next Review	Name/signature
Autumn 2012	Autumn 2013	
Summer 2014	Summer 2015	
Summer 2015	Summer 2016	
Summer 2016	Summer 2017	

Introduction

In our 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 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 at Cadishead Primary School.

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

Star Time

Children have 30 minutes Star Time per week. The children will earn their star time (6 minutes each day) by ending the day on the green traffic light Teachers and Teaching Assistants will jointly organise provision at team level, allowing for a choice of activities. Children losing Star Time will go to the Headteacher or Deputy Headteacher and use this time to reflect on their behaviour.

Star of the Day

Each class will have a 'Star of the Day'. This child will be chosen by the teacher and it will be someone whose behaviour / attitude to learning has stood out throughout the day as being above our normal expectations.

Pupil Of the Week (pastoral/behaviour) and **Achiever of the Week**.

Are chosen weekly these children will receive a certificate and a pin badge that they can wear on their uniform.

Individual Rewards:

- If a child works or behaves in manner above our normal expectations they will receive a 'star'
- In FS these will be recorded on a 'Star Chart' In KS1 and KS2 these will be recorded online using the 'Dojo' website. Parents are able to access this from home to see what their child is earning 'stars' for.
- When 10 (FS), 15 (KS1) or 20 (KS2) individual stars have been earned the children will be sent to the Key Stage Team Leader for a prize

Stickers and stamps should be used to reward good work.

Phone calls and face to face praise 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.

Negative Consequences

- Each class will use a 'traffic light' system.
 - All children will start the day on green
1. Verbal warning
 2. Peg moved to amber
 3. Peg moved to red and the incident recorded in the class behaviour log. Once an incident is recorded in the log the class teacher will speak to the child's parent at the end of the school day. Parents will be asked to sign the behaviour log. If they are unable to do this in person a phone call will be made and a note made in the log that parents were spoken to over the phone.
 4. Child sent out of class to key stage team leader

When 5 incidents have been recorded in the behaviour log parents will be invited to attend a meeting with the class teacher, Key Stage Team leader, Deputy Headteacher or Headteacher.

We want our behaviour policy to encourage good behaviour. If a child gets onto red (and the incident is recorded in the behaviour book) this **does not affect** their star time. We will encourage the child to turn around their behaviour and good / outstanding behaviour and attitude will be rewarded by children moving back up the traffic lights. If the child ends the day on green they will still earn their star time for the day.

Please see the attached sheet for further details on positive and negative consequences.

Severe Clause:

Children showing extremely violent or grossly abusive behaviour or bad language will be sent to the headteacher or deputy Headteacher who will inform their parents.

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. Children's personal 'stars' will be recorded using the Dojo system (from year 1 upwards).

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.

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.

Conflict resolution:

All staff have received Communication Friendly School training and are aware of Blank Level questions which are appropriate for each child and these will be used when dealing with incidents.

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.

Break Times

Colleagues are expected to see their children out of the class and corridors and collect them from the playground at the end of playtime.

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. Put snacks for breaktime in their tray not kept in lunchboxes. Children will not be allowed to take food out of their lunchboxes to eat at breaktime.
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 yard clear of litter.
9. Be well behaved: Children who persistently misbehave will be sent in to 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 or sent inside to the Headteacher, Deputy Headteacher or Assistant Headteacher.
10. Follow the rules which govern the end of any break period:

On the first whistle stop. On the second whistle walk to lines (KS1 and KS2)
Waiting in lines - stand still and quietly in a straight line.
When instructed walk indoors sensibly and quietly in line.

Any injuries - children will be sent to the teacher on duty
Serious injuries should be seen by a qualified first-aider.

N.B. The teacher on duty **MUST** be prepared to deal with any misdemeanours, particularly bullying, and to be seen to be acting fairly. Children should be given the opportunity to explain, express regret, apologise for the problem **BEFORE** any negative consequence is applied. Blank Level questioning must be used.

Peer Mentors/Playground leaders

Peer mentors are available throughout the school day and are a visible presence on the playgrounds, where they deal with minor conflict. Peer Mentors are trained in the use of Blank level questioning in order to help them deal with conflict.
Playground leaders organise games on the playgrounds at break and lunch times

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 dinnertime 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, Deputy Headteacher or Assistant 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

The use of 'reasonable force' - *Guidance Advice for Headteachers, Staff and Governing Bodies* (DfE July 2013) stipulates that schools can use reasonable force to:

- Remove disruptive pupils from the classroom when they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event, 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.
- Restrain a pupil at risk of harming themselves through physical outbursts.

This guidance states that all members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It also applies to temporary members of staff who are employed through supply.

Central to this is the understanding that any restrictive physical intervention used by staff must be in accordance with 'reasonable force' and use only as a last resort and once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the challenging behaviour presents of the consequences it is intended to prevent. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

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. Once it has been necessary to use physical restraint on a child then a *Individual Behaviour Support Plan* will be written (see below).

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 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 recorded in the behaviour log 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.

Expectations	Positive Consequences	Negative Consequences
Nursery and Reception	<ul style="list-style-type: none"> • Spoken praise -Someone will tell you that you are doing well • reward stickers and stamps • Your parent/carer will be told how well you are doing • Star chart at the end of each day - once you have 10 stars you receive a special certificate from your teacher • Star pupil - name on gold star, sit on star seat, take home star bag, choose a prize from star box, wear 'star pupil' lanyard • 'Star time' each Friday, 2-2.30pm • Friday certificates assembly, 2.30.2.50pm. Pupil/achiever of the week, in line with the rest of the school. They will also receive a pin badge 	<ul style="list-style-type: none"> • Verbal warning when a child forgets a star rule • Name moved down to amber if they forget again. • Name moved to red if they forget a 3rd time; details written in behaviour book; child taken to FS leader to be spoken to; parents spoken to at the end of the day. • (children can redeem themselves and move back up to amber/green, with a concerted effort) • In the case of a serious incident (violence/dangerous behaviour), or repeatedly forgetting Star Rules (Cadishead Carta), they are taken to head/deputy; incident recorded in behaviour book; head/deputy to ring parents, whilst child is there.
Year 1 / Year 2	<ul style="list-style-type: none"> • Spoken praise • Someone will tell you that you are doing well • Your own reward stickers / stamps • Special stickers from the Deputy Head / Head Teacher • Your parent/carer will be told how well you are doing • You will receive star points (Dojos) - when you have 15 star points you will receive a prize from the box (KS Leader) • Star of the day and lanyard • Pupil and achiever certificate in Friday assembly • If you end the day on green, you will earn 6 minutes of star time 	<ul style="list-style-type: none"> • Discussions, verbal warning, reasoning, reinforce positive behaviours • Peg moved to Amber • Peg moved to Red your name and details written in the class log and parents informed • If behaviour carries on, go to see KS Leader • If behaviour continues, go to se DH or HT • If peg is Red at the end of the day, you do not earn 6 minutes star time • <i>If behaviour is turned around, pegs can be moved back through Red, to Amber and then to Green</i> • See Deputy Head / Head Teacher and serious incident form completed • Contact / Meeting with parents/carers for serious incidents or recurring negative behaviour (5 recorded behaviour logs)
Year 3, Year 4, Year 5, Year 6	<ul style="list-style-type: none"> • Spoken praise • Someone will tell you that you are doing well • You will receive star points (Dojos)- when you have received 20 star points you will receive a prize from the box (KS Leader) • Your own reward stickers / stamps • Special stickers from the Deputy Head / Head Teacher • Your parent/carer will be told how well you are doing • If you end the day on green, you will earn 6 minutes of star time • Star of the day and lanyard • Pupil and achiever certificate in Friday assembly 	<ul style="list-style-type: none"> • Discussions, verbal warning, reasoning, reinforce positive behaviours • Peg moved to Amber • Peg moved to Red your name and details written in the class log and parents informed • If behaviour carries on, go to see KS Leader • If behaviour continues, go to se DH or HT • If peg is Red at the end of the day, you do not earn 6 minutes star time • <i>If behaviour is turned around, pegs can be moved back through Red, to Amber and then to Green</i> • See Deputy Head / Head Teacher and serious incident form completed • Contact / Meeting with parents/carers for serious incidents or recurring negative behaviour (5 recorded behaviour logs) •

