



Cadishead Primary School

Behaviour Policy - KS1 and KS2
September 2019

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	

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

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, in assembly, 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 '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 be sent to the Key Stage Team Leader for a prize

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

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.

Consequence Steps

- Each class will use a 'traffic light' system.
 - All children will start the day with their peg on green
1. Verbal warning
 2. Peg moved to amber and 5 minutes of playtime or lunchtime play will be lost
 3. Peg moved to red and 15 minutes of playtime or lunchtime play will be lost
 4. If a child is continually behaving inappropriately during lessons they may be taken to the Deputy Headteacher or Headteacher

We want our behaviour policy to encourage good behaviour. If a child gets onto amber or red, once they have received their consequence (lost break or lunchtime play) their pegs will be moved back to green.

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. Incidents of physical violence will result in a fixed term exclusion.

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.

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 via the Dojo system.

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.

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

Teachers and 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 start of lunch time Teachers and Teaching Assistants will take the children to the hall. At the end of the lunch break Teachers and 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. 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 playground 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 breaktime with the teacher on duty or sent inside to the Headteacher or Deputy 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

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 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

Lunchtime Activities

Each day on the KS1 and KS2 playgrounds a sports coach will organise different activities for the children to take part in.

Library

Our school library is open at lunchtime on Tuesday, Wednesday and Thursday for the KS2 children.

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 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

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.

Team Teach Most staff have had formal Team Teach training. This uses techniques to hold a child safely and avoid injury to either the child or staff member. Team Teach will only be used in circumstances where a child's behaviour could lead to them hurting themselves, another child or a member of staff or damaging school property. If Team Teach techniques are used then this is recorded and parents will be advised.

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 an 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 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.